

**A SSOCIATION of
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**CHILD CARE PROFILE
OF
HAMILTON-WENTWORTH
SEPTEMBER 1994**

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**CHILD CARE PROFILE
OF
HAMILTON-WENTWORTH
SEPTEMBER 1994**

Prepared by The Child Care Advisory Committee in co-operation with:


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Special Thanks to
The Ministry of Community and Social Services
and
The Regional Municipality of Hamilton-Wentworth

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ASSOCIATION of AGENCIES for TREATMENT and DEVELOPMENT

1057 Main Street West, HAMILTON, Ontario L8S 1B7

Telephone 522-5801 Fax 522-6422

August 1994

To The Ministry of Community and Social Services and
The Regional Municipality of Hamilton-Wentworth:

The Child Care Advisory Committee is pleased to present to you our first major initiative, the Child Care Profile of Hamilton-Wentworth.

The Profile provides the first comprehensive overview of the current child care services and supports available within the Region. Included is an overview of the contextual framework within which these services are provided.

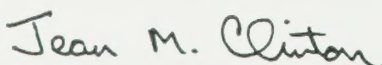
There is no shortage in our community of people dedicated to the best interests of our children. The Profile has been accomplished with the active participation of Advisory Committee members, sector members and the community at large, including a large number of consumers. Due to the level of collaboration with the community, we are confident that the results are reflective of the current status of the child care system in Hamilton-Wentworth.

This document will provide the foundation and framework for the future work of the Advisory Committee and in the development of a long term strategic plan for the child care community. In September 1994, the Advisory Committee will begin the next phase of the project; the completion of a Child Care Needs Assessment for this Region.

The need for our communities to support families is critically important to the health and well-being of our children. As resources continue to diminish the need for co-ordination, planning and development of child care services, particularly within the broader spectrum of children's services is essential.

On behalf of A.A.T.D.'s Child Care Advisory Committee, I would like to thank you for providing the impetus for the development of the committee as well as your continued support.

Respectfully yours,



Jean Clinton MD FRCP(C)

Chairperson

A.A.T.D. Child Care Advisory Committee

ACKNOWLEDGEMENTS

The Child Care Services Profile Working Group was established on October 29th, 1993, when it was Moved by Genevieve McMurdie and Seconded by Jim Sykes that the Committee pursue the development of a community child care services profile.

Many individuals have contributed their time and expertise to this project. The Working Group committee worked so diligently and with such style that I have the utmost confidence in the finished document. It is difficult to detail each individual contribution to the Working Group; instead, I will have to be satisfied by simply saying thank you for your patience, your attention to detail, your hard work and your sense of humour:

Dale Kabelitz,
St. Matthew's House

Genevieve McMurdie,
le Ballon Rouge de Hamilton

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Joyce Zembal,
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Lorna Evans,
Chairperson, Child Care Services Profile Working Group,
Hamilton and District Council of Co-operatives Preschools Corp.

The Working Group wishes to express our appreciation to Dr. Jean Clinton, Chairperson, who with her calm, confident and professional attitude, along with the Child Care Advisory Committee, supported the work of the committee by providing a very solid foundation for our project. Beyond general support from the Advisory Committee there are many members, too numerous to mention, who provided us with specific advice including submissions for the document.

We also extend our appreciation to other professionals who assisted us with our work:

Mary Pat Vollick, Rebecca Barrows and Lynn Golfi who participated in the pretest of our data collection system.

Denine Lavery, Jennifer Powell-Fralick, Debbie Myers, Genevieve McMurdie, Lynn Golfi who completed the telephone surveys during our snapshot week.

Dale Kabelitz who facilitated the data collection process within the Resource Centres and to the staff of the resource centres who participated in and supported the project.

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Day nurseries' staff for your time and participation in the telephone interviews.

Parents/caregivers/professionals who visited resource centres during the snapshot period and took the time to complete a questionnaire.

Staff from the licensed Home Child Care Agencies who took the time to complete the questionnaire.

This project is truly a collaboration. Without the capable, professional staff at AATD and the support of their Executive Director, Gary Michaluk, our project would still be in the formative stages, we are indebted to;

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Joyce Zembal, Child Care Co-ordinator, who provided a stable transition period for the completion of the document. Your flexibility and meticulousness as the project reached completion was appreciated.

Gratitude is extended to Jane Soldera of the Regional Municipality of Hamilton-Wentworth and Winston Campbell of the Ministry of Community and Social Services for their participation and support of The Child Care Services Profile document.

Respectfully Submitted

Lorna Evans
Chairperson
Child Care Services Profile

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Martha McLaughlin, Association of Agencies for Treatment and Development

Joyce Zembal, Association of Agencies for Treatment and Development

We would like to recognize Lia Swanson, Regional Municipality of Hamilton-Wentworth, Department of Public Health Nursing Division for her contribution as a member of the Profile Working Group during the initial stages of the project.

Special thanks to Lorna Evans who took on the role of Chairperson for the Child Care Profile Working Group. Lorna's commitment to the project and leadership throughout the process was greatly appreciated.

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EXECUTIVE SUMMARY

In the document, Child Care Reform in Ontario (1992) the provincial government stated its commitment to the development of a comprehensive child care system for children and their families. The importance of quality, accessibility, affordability and sound management were stressed as essential components to the development of an effective child care delivery system. It was recognized that the family unit has changed dramatically during the past two decades, with an increase in one parent families, two parent working families and a decrease in the extended family as a support system. It has become increasingly important for government, service providers and communities to assess how services are currently provided to children and their families and what changes must occur to ensure a more effective and efficient system that will be to the benefit of children, families and society as a whole. The government supports the need for a system that offers a range of care options, flexibility in service delivery and allows for continuity of care. It emphasizes the need for the further development of linkages and partnerships within and among the children's services sector and the community at large.

"Communities must come together differently - as whole communities, rather than a series of interest groups - if we are to achieve our goal. Communities must care about, advocate for, and support all their children and youth".

Premier's Council on Health, Well-being and
Social Justice. Yours, Mine and Ours: Ontario's Children
and Youth. May 1994.

This statement reflects a recurring theme that has been identified by the province and our local community of Hamilton-Wentworth; the need for co-ordination, planning and development of services for children as a whole rather than supporting a system of individual and fragmented parts.

In June 1993, the Association of Agencies for Treatment and Development (A.A.T.D.) as the planning and co-ordinating body for children and youth services in Hamilton-Wentworth, initiated the Child Care Co-ordination Program.

Now, a year later, the Child Care Advisory Committee is pleased to unveil its first major initiative, the first Child Care Profile of Hamilton-Wentworth. When the Advisory Committee was initially established it realized the need and importance for a comprehensive report that would outline the current child care system in Hamilton-Wentworth. The Child Care Profile would provide the foundation which would guide the continuing work of the committee as outlined within its mandate: "to be responsible for the co-ordination, planning and development of child care services in Hamilton-Wentworth".

The Child Care Profile demonstrates the broad range of services and supports that are presently available to children and families within the Region of Hamilton-Wentworth. It is the first phase

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of a comprehensive plan for child care services in the Region. The second phase is a needs assessment for the Hamilton-Wentworth child care community. This report does not suggest that the work of the child care community is complete or that it is meeting the needs of all children and families in the Region. Rather, it indicates that the child care community is in a position to build upon the strengths of the existing system, to broaden its perspective, and its partnerships with other sectors of the community. It means moving forward and working together in partnership to improve the whole rather than focusing on individual parts. It relates to strategic long term planning, to ensuring stability, to designing a blueprint for the provision of children's services in Hamilton-Wentworth.

The Premier's Council on Health, Well-being and Social Justice in the recently released report Yours, Mine and Ours: Ontario's Children and Youth (1994) highlighted the importance of a healthy start in life, good pre-natal care, need for a nurturing and stimulating environment and quality care. Research has shown that there are certain times in the stages of development in a person's life where there is a greater probability of making a difference. It is also known that if certain factors are present during these time periods, the child will have a greater chance of healthy development and well-being.

The report further addresses the importance of ensuring a co-ordinated and accessible community service network in all communities which would allow for a comprehensive range of services including health, social, parent support, quality child care and early education services. It also stresses the importance of ensuring a balance between work and family life and the need for greater flexibility and support within workplace settings for working parents. School age children require supportive environments, positive attachments with adults and the opportunity to make choices and participate in decisions that affect them. Schools as a focal point within the community are identified as key to ensuring parent and community participation, and co-ordination of services to ensure a "seamless" day for children integrating child care, recreation and social services.

It is important for society to continue to encourage and support parents in order to ensure the health and well-being of all children through a system that will assist the community to empower families to achieve this goal. The outcome, when attained, will lead to a society where children are valued, respected and supported and they will have a greater chance of growing into healthy, responsible and productive adults.

The child care community of Hamilton-Wentworth has made significant contributions and implemented a number of innovative programs throughout the years. In the early 1980's, the Region of Hamilton-Wentworth implemented the Therapeutic Child Care Subsidy Program which enabled families to access child care programs when experiencing difficulties in the area of child management, development or serious health or social circumstances. Other examples include the development of the A.A.T.D. Special Needs Preschoolers Network, Resource Centre Network, Action for Caregivers Project, the A.A.T.D. Child Care Co-ordination Program and the Integration

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Resources Hub. All of these demonstrate the community's continuing commitment to supporting children and families through networking, and collaboration. It also signifies the community's willingness to change, to participate, and to strengthen partnerships for the betterment of children and families.

In addition, the Regional Chairman's Task Force on Sustainable Development in its report Implementing Vision 2020. Detailed Strategies and Actions Creating A Sustainable Region (1993) supported the need for a child care system that will support families and include a range of services. It also identified the need for promotion of employment strategies that will ensure a balance of work and family care responsibilities.

This profile affirms that there are a broad range of child care services available to families in Hamilton-Wentworth from licensed full and half day child care programs, home child care, school age and recreational programs, resource centres, French Language child care, junior kindergarten, workplace child care and services for children with special needs. Highlights from the Child Care Profile include:

- Currently, in Hamilton-Wentworth there are a total of 122 licensed day nurseries. Ninety-nine of the day nurseries are non-profit and 23 are commercial child care centres. In total, there are 4,791 licensed spaces in centre-based child care centres in Hamilton-Wentworth.
- As of the week of April 11, 1994, a total of 5,249 children were enrolled in the 115 licensed day nurseries and three home child care agencies that participated in the study.
- The majority of the children enrolled in the licensed day nurseries and home child care agencies, a total of 66.9 per cent, were preschoolers.
- In addition to the profile, the Hamilton-Wentworth Prevention Planning Initiative identifies 21.4 per cent of the children in licensed day nurseries as having one or more needs requiring special intervention.
- While the proportion of children receiving care in Hamilton-Wentworth by the unregulated home child care sector is unclear, it is estimated that nationally 91.5 per cent of children are cared for in this type of arrangement which may be paid or unpaid. It is important to note that according to the National Child Care Study (1988), 21 per cent of children under 13 years of age with working parents are cared for in a paid, unlicensed, care arrangement.
- Presently, there are 15 Ministry funded resource centres in Hamilton-Wentworth. During the weeks of April 11 to 22, 1994 a total 1,352 questionnaires were completed by parents, caregivers and professionals participating in the services offered through area resource centres. The majority, or 68 per cent of individuals that utilized the services of the

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resource centre during that time period, were parents and 19 per cent were a combination of parents who also provided home child care or were home child care providers. A total of 79 per cent of individuals used the drop-in program and 32 per cent utilized the toy lending library on the day they attended the resource centre.

- There are 22 co-operative preschools in Hamilton-Wentworth. A total of 845 children were enrolled in co-operative preschools during the week of April 11, 1994; 87 per cent were preschoolers and 13 per cent were toddlers.
- In Hamilton-Wentworth there were a total of 739 school age children enrolled in licensed day nurseries and 105 school age children in licensed home child care during the week of April 11, 1994. Of these children, 85 were enrolled for before school care only, 293 were enrolled for after school care only, and the remaining 466 were enrolled for before and after school care.
- In Hamilton-Wentworth there are two full day French Language child care centres. There were a total of 102 children enrolled in the French Language day nurseries during the week of April 11, 1994; 74 were preschoolers and 28 were school age children.
- In Hamilton-Wentworth there are five workplace child care centres. During the week of April 11, 1994 a total of 324 children were enrolled in workplace child care centres. Of the 324 children enrolled, 78 per cent were preschoolers, 20 per cent were toddlers and 2 per cent were infants. In two of the workplace centres, 90 per cent of the children that were enrolled were children of employees; in the other three workplace day nurseries, approximately 30 per cent of the children enrolled were employees' children.
- In Hamilton-Wentworth there are three Boards of Education. Currently, there are 10 child care centres located in elementary schools and 4 child care centres situated in secondary schools. In addition, there are also two co-operative preschools and 12 before and after school programs located in elementary schools in Hamilton-Wentworth.
- Although, it is difficult to determine the total number of recreational programs available in Hamilton-Wentworth, it is clear that there is an array of varying types and levels of programs and services for children. Recreational programs available include extra-curricular activities provided after school hours or offered through a recreational facility, seasonal programs which are offered during professional development days, Christmas and/or March break and for the summer (ie day camps, supervised playground programs, overnight or residential camps). Speciality programs are also offered in the community and are generally based on a specific theme (ie music, art, dance, theatre, nature etc.) and lastly licensed school age programs.
- In addition, it was evident that a variety of supports are also accessible to children,

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parents, caregivers, service providers and administrators. Community information, educational and training programs, child care associations and advocacy groups as well as strong linkages with our funding bodies place Hamilton-Wentworth in an ideal position to further develop a child care system that is inclusive and integrated into the broader spectrum of children's services.

- The Regional Municipality of Hamilton-Wentworth has been an active participant in the planning, development and co-ordination of child care services in the community. Currently, the Region has purchase-of-service agreements for day care subsidy with approximately 100 child care centres.
- Currently, the total Ministry of Community and Social Services budget pertaining to child care expenditures for Hamilton-Wentworth is \$17.3 million.

With the first phase of the project completed, the A.A.T.D. Child Care Advisory Committee now will begin working towards the implementation of a Child Care Needs Assessment for the Hamilton-Wentworth community. This, in conjunction with the Child Care Profile, will provide the basis for the development of a long term strategic plan for the community to assist it in the completion of its mandate and functions.

In a time of fiscal constraints and diminishing resources, the importance of collaboration and the development of effective partnerships between parents, children and the community is essential.

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SECTION 1.0

INTRODUCTION

CHILD CARE PROFILE

1.0 INTRODUCTION

1.1.0 Purpose of the Profile

In the Fall 1993, the Child Care Advisory Committee endorsed the development of a child care Community Services Profile as its first major initiative. The purpose of the profile is to comprehensively identify all current services and supports within the Regional Municipality of Hamilton-Wentworth, including an overview of the contextual framework within which these services are provided in order to:

- Promote and facilitate a more comprehensive understanding of the present child care "system" in our community
- Promote the co-ordination and dissemination of information regarding services
- Facilitate the Child Care Advisory Committee's capacity to identify the strengths and gaps within the present range of services available within the present "system"
- Enhance the development of a needs assessment study and provide a foundation for future activities being considered by the Committee, organizations and/or individuals
- Enhance the Committee's capacity to respond to its mandate as a planning and co-ordinating body by facilitating the development of priorities and plans related to child care and the broad spectrum of children's services.

1.2.0 Background

The Association of Agencies for Treatment and Development (A.A.T.D.) is the co-ordinating body for all children and youth services (0-18) in Hamilton-Wentworth. A.A.T.D.'s mission is: *To achieve an effective network of services in Hamilton-Wentworth that supports the health, development and well-being of children, youth and their families.*

A.A.T.D., which began in 1972, is one of the oldest and best known models of children's co-ordinating bodies in Ontario and is funded by the Ministry of Community and Social Services (M.C.S.S.).

A.A.T.D.'s functions are to: 1. Co-ordinate services and resources; 2. Plan, develop and advise regarding services and resources; 3. Advocate on behalf of individuals and families to obtain services and resources; 4. Review cases and provide consultation; 5. Educate by providing information about resources, services and related issues of interest to members, other community agencies and the general public; and 6. Liaise and consult with consumers. As part of its review function, A.A.T.D. has four screening teams (Central Referral Team, Resource Team, Resource Team for the Developmentally Handicapped, and the Residential Placement Advisory Committee). In 1993-94, a total of 244 cases of hard-to-serve children and adolescents were provided

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consultations by these four teams.

The membership on A.A.T.D.'s Board of Directors (called the Administration Team) consists of Executive Directors from the following sectors/organizations: Addictions Sector, Arrell Youth Centre, Catholic Children's Aid Society, Big Sister Youth Services, Catholic Family Services, Chedoke Child and Family Centre, Child Care Sector, Child and Adolescent Services, Child Psychiatry Sector, Children's Aid Society, Community Adolescent Network, Family Services of Hamilton-Wentworth, the Food and Shelter Sector, Hamilton Association for Community Living, Hamilton Board of Education, Hamilton-Wentworth District Health Council, Hamilton-Wentworth Roman Catholic Separate School Board, Lynwood Hall Child and Family Centre, Ministry of Community and Social Services, the Primary Prevention Sector, Private Sector Group Homes, Probation Services, Rygiel Homes, Special Needs Pre-Schoolers Network, Wentworth County Board of Education, Women's Shelters Sector and Woodview Children's Centre.

1.3.0 Child Care Co-ordination Program

One of the recurring recommendations which appears in provincial and local documentation on Child Care¹ is the need for a co-ordinating and planning body for child care services in a community. In addition to these reports, the Social Planning and Research Council specifically recommended in its Analysis of Child Care Needs in Hamilton-Wentworth that A.A.T.D. be looked at with respect to the planning of child care services in the Region.²

As a result, the Ministry of Community and Social Services approached A.A.T.D. to assume the responsibility for co-ordination, planning and development of child care services in Hamilton-Wentworth. This was formally approved by the Administration Team in March 1993.

In June 1993, the Association of Agencies for Treatment and Development announced the development of the Child Care Co-ordination Program.

The mandate of the A.A.T.D.'s Child Care Co-ordination Program is: *To be responsible for the co-ordination, planning and development of child care services in Hamilton-Wentworth.* In order to carry out its mandate, a Child Care Advisory Committee consisting of broad-based community representation was established. It is a sub-committee of A.A.T.D. and its functions include:

1. Identifying needs and gaps in service, and establishing local priorities;
2. Establishing relationships among consumers, service providers, the Regional Municipality of Hamilton-Wentworth and Ministries in order to promote community co-ordination and a timely and beneficial response to issues which may be identified by M.C.S.S., the Regional Municipality, local service providers or consumers;
3. Providing advice, reviewing and developing recommendations which will be presented to the Administration Team and M.C.S.S. The advice and recommendations will also be presented to the Regional Municipality as the funding partner with M.C.S.S. for child care services in Hamilton-Wentworth. As well, they will be made available to the general

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public;

4. Integrating the delivery of child care services within the spectrum of children's and family services using a multi-disciplinary approach;
5. Examining the possibility of a data collection system;
6. Facilitating the development of training and educational opportunities;
7. Establishing sub-committee's, task forces and working groups as required; and,
8. Providing advocacy to ensure the provision of an affordable, soundly managed and quality child care system.

The mandate of the Child Care Advisory Committee is to be responsible for the co-ordination, planning and development of child care services for Hamilton-Wentworth. In order to effectively plan for and promote a full range of child care services, the Advisory Committee determined in the Fall of 1993 that the development of a comprehensive Child Care Services Profile would enable it to fulfil its functions in a more effective manner. The Hamilton-Wentworth Child Care Community has not collectively addressed the components or strengths of the existing network of services related to the provision of child care nor has it had an opportunity to determine the areas of need in a comprehensive fashion.

In order to pursue an appreciation of existing need, it was determined that it would be important to develop a clear understanding of what presently exists in our community in terms of services and supports related to the provision of child care. This would entail developing a profile incorporating information regarding community demographics, existing service use and capacities in licensed and unlicensed care as well as supports to families which will assist them in providing care for their children.

1.3.1 Development of the Working Group

In December 1993, the Child Care Advisory Committee endorsed the establishment of a Profile Working Group which would be an ad hoc committee of the Advisory Committee. Representation on the Working Group was voluntary and resulted in a cross-section of individuals within the child care spectrum of services.

This group's functions are outlined below.

- to provide input into the development of the research questions and workplan;
- to provide direction to project staff in terms of content and process issues;
- to assist in the compilation of information for the profile;
- to assist project staff in the dissemination of materials to survey participants;
- to provide progress reports to the Child Care Advisory Committee on a monthly basis.

Endnotes:

1. Referred to in the following documents: Child Care Reform, Hamilton-Wentworth Preschool Prevention Planning Initiative, Ontario Child Care Management Framework, Hamilton Area Child Care Management Plan.

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2. Social Planning and Research Council of Hamilton-Wentworth and District, Child Care Advisory Committee, An Analysis of Child Care Needs in Hamilton-Wentworth, July 14, 1992, p.19.
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SECTION 2.0

SOCIAL POLICY AND POLITICAL CONTEXT

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2.0 SOCIAL POLICY AND POLITICAL CONTEXT

2.1.0 Overview

"Sociologists generally agree that the recent demand for non-maternal child care has arisen from the large scale entrance of mothers into the paid work force . . . but they also emphasize that the entrance of mothers into the labour force has been influenced by ideological factors such as the expansion of women's roles and expectations."¹

We know, for example, that in 1993 the employment rate in Canada for women with children aged three to five years represented 59.4 per cent of all mothers with children in this age group. This represents an increase of over 20 per cent since 1976 (Stats Canada).

The availability of child care permits women to participate in the labour force. Within the past two decades, child care has been identified as "essential to women's equality; necessary to combat female, child and family poverty; a key component in a strategy to rebuild Canada's economy, a vehicle for strengthening cultural traditions for Aboriginal people, new Canadians and minority linguistic groups, a family support service, a valuable tool in health promotion and primary prevention; and an early childhood program which promotes healthy development for children regardless of their social class, ability/disability or parents' work status".²

As demand for child care services increased and the issue of child care generated more discussion and attention, more information was produced in terms of research. Developmental psychologists, early childhood specialists, sociologists and economists to name a few, have generated numerous papers and reports regarding child care services. The relatively recent development in the creation of a comprehensive body of research in child care has impacted upon policy makers, child care advocates, and practitioners in terms of the attention to both public policy and funding. Issues of quality, affordability, accessibility and sound management became the four themes of Ontario Child Care Reform - Setting the Stage (1992) and all four themes reflect key issues emanating from the recent array of research in the child care field.

Economic researchers have addressed, for example, variables impacting upon a parent's choice of child care model, including the issue of affordability and flexibility within available models of care. The issue of labour costs within child care services has been addressed and specific attention given to why the wages of child care workers have historically been so low. "The National Child Care Staffing Study proposed in its introduction that outdated attitudes about women's work and the family are responsible for the low wages of child care workers. In particular, because jobs in child care are seen as an extension of women's familial role of rearing children, professional preparation and adequate compensation are viewed as unnecessary".³ Certainly, research has identified that parents will make decisions regarding child care based upon their own cost/benefit analysis of different forms of care.

Other research has focused upon issues related to the socialization and development of children.

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Consideration has also been given to family support systems and changes within the profile of Canadian families over the past two decades. Families have become more mobile, extended family support networks more fragmented and less accessible. The number of female single parent led families has grown and are linked to issues of economic disadvantages as identified in the literature. The issue of child care and work/family conflicts has also been discussed and has been closely connected to employment policies and practices. Other relatively recent developments include child care for children beyond the age of five years, including on-site school aged child care. The 'seamless' day is a relatively new term in child care. It refers to the continuation and integration of services for children in the community including child care, health, education, recreation and social services. The relationship of child care and early years education within the broader education system has also been addressed.

The shift from viewing child care as a welfare service to that of a broader public service has taken many years. The escalation in demand for child care services that are affordable, accessible, and of high quality continues to be a major theme and present in ongoing discussions involving consumers, service providers and the government.

2.2.0 Federal Government

The Federal Government provided funding in support of the provision of child care services in the 1940's, however, at that time there was no specific policy initiative developed with reference to child care and ongoing support. Today in Canada, provincial and territorial governments have jurisdictional authority for child care services. The provincial and territorial government thus are responsible for establishing licensing criteria, regulations and policies in conjunction with determining funding allocations to programs. At this time, there is no national policy or legislation for the operation or development of child care services in Canada. The Federal Government's involvement at this time is essentially limited to funding mechanisms including the provisions for child care in the Canada Assistance Plan and available tax deductions through the Income Tax Act.

Federal governments have addressed the issue of a national policy for child care (e.g. Conservative Government National Strategy on Child Care, 1987) and the present Liberal Government did address child care as an issue in its recent campaign. In a 1993 interview with journalists, Prime Minister Jean Chretien commented "day care is an economic program as much as a social one, because if you have a good system of day care, you create more jobs. The people who want to work will be able to do so and the people who take care of the children will have new jobs."⁴

The present Liberal Government made a commitment to create 50,000 child care spaces each year in Canada if in the previous year there was three per cent economic growth. It should be noted, according to the Michael Valpy article in January 1994, growth for 1993 was 2.5 per cent, which therefore suggests no new child care spaces this year.⁵

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The Federal Government did establish the Child Care Initiatives Fund which provided short-term funding to promote research and demonstration projects.

2.3.0 Provincial Government

In 1987, the Provincial Government produced a document entitled New Directions in Child Care. This document identified that "child care in Ontario is at a significant crossroad. The need for quality, affordable and accessible child care for all who require it has never been more apparent."⁶

The Throne Speech of April 28, 1987 recognized child care as a basic public service, not a welfare service. The government identified child care as being a vital social and economic issue and that "the absence of an adequate supply of quality affordable child care may be the single greatest obstacle preventing many families from realizing their full economic potential . . .".⁷ The government identified a commitment to a comprehensive child care program in Ontario that would provide flexibility, choice and affordability for all Ontario families. The government's vision for Ontario child care was based upon several new policy directions including the following:

- the goal was to move child care from its present welfare service connotation toward that of a public service
- that future growth in child care would be in the non-profit sector with the support of funding initiatives, direct operating grants and capital assistance
- the government would develop initiatives to stimulate local planning and to provide and support community development
- the support for a broader range of services, beyond direct care such as centre based and home child care agencies, to toy lending libraries, parent/child drop in centres and information and referral services
- addressing initiatives described as an outmoded and inflexible day nurseries legislation
- engaging parents, all levels of government, community agencies, school and employers to develop a more integrated network of child care services and benefits.

Since that time, a number of the policy issues have in fact become a reality. They are outlined as follows:

- wage enhancement grants have been provided to improve the salaries and benefits of child care staff working in licensed child care settings (it should be noted that some of the literature consistently comments upon the fact that the low rates of compensation for staff in child care programs has, in essence, acted to subsidize the cost of child care within the system as a whole)
- the government has focused new public funds on the non-profit sector and, therefore, commercial centres received only half the initial Direct Operating Grants (DOG) in 1987, that were given to non-profit programs
- the development of additional resources to assist existing child care programs to serve a

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wide range of children with special needs

- funding to support a more flexible approach to school aged child care programs including expansion of licensed programs in school based space
- the development of initiatives and programs to support rural communities and isolated areas with their unique child care needs
- increased emphasis upon child care resource centres including enhanced outreach and support to unregulated family home child care providers
- address issues within home child care agencies to support this model of care
- address issues related to other initiatives such as employer supported child care, information and referral services, parental leaves and other supports to parents
- develop new public education initiatives including projects that strengthen Boards of Directors and involve parents in child care planning
- provide funding for information and research initiatives.

In 1992, Child Care Reform was introduced as a priority issue for the provincial government. The proposed reforms were a continuation of the new directions identified in the late 1980's with the potential for the development of a new comprehensive child care system. These included the following:

- Stabilization of the current child care system
- Financial Management
 - streamlining and simplification of administrative procedures
- Administrative Management
 - review and strengthening of current service delivery structures
- Information Management
 - development of a comprehensive provincial child care data base system
- Licensing and Enforcement
 - overall goal and intent is to ensure consistency of practices and procedures throughout the province
- Support for Special Needs Children
 - increasing supports to children with special needs to further facilitate the process of integration
- Resource Centres
 - continue to provide supports to the unregulated home child care sector

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- Capital Initiatives
 - to ensure co-ordination of processes for capital construction and renovation projects
- Needs Testing
 - review of current processes for determining eligibility for fee subsidies in consultation with municipalities and transfer payment agencies
- Inter-ministerial Partnerships
 - continue to work to co-ordinate planning with other provincial Ministries to establish child care services further
- Expansion
 - to ensure a strategic plan is devised for the further development of the child care system provincially
- jobsOntario Training Fund
 - to assist individuals in re-entering the workforce through the provision of fee subsidies for child care, as well as capital and operating funds for the expansion of the licensed sector as necessary
- Conversion
 - funds to support the transition of commercial child care centres to non-profit status; priorities for funding will be allotted to communities where there are limited non-profit child care centres
- First Nations Initiative
 - funding has been provided to First Nation communities to expand the child care system on the reserves
- Francophone Services
 - continued commitment by the Ministry to further develop francophone child care services in the province
- Inter-ministerial and Community Partnerships
 - MCSS will continue to work in consultation with other provincial Ministries to support and enhance the current child care system

However, due to a number of factors including fiscal limitations, many elements of the initially proposed reforms have not been implemented. "The current fiscal situation, continuing revenue shortfalls and decreased federal cost sharing have reduced the government's ability to carry out the major reform planned in child care. . . . However, the government remains committed to

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moving towards the long term vision of child care as a public service, as proposed in Setting the Stage and to moving the reform agenda ahead as much as possible to lay the groundwork for further reform in the future, once the economic situation improves."⁸

The following represents recent provincial government policy and initiatives in child care. They include:

- continued support for non-profit community based programs through the focus of new public funds in the non-profit sector (additional wage enhancement grants to the non-profit sector were announced in January 1991)
- the conversion initiative directed at encouraging commercial operators to convert their programs into non-profit programs
- recognition and support for resource centres as important supports to the unregulated home child care network as well as to parents who choose to stay home with their children
- promoting service co-ordination and collaboration through a variety of initiatives including, for example, community co-ordination and planning bodies (such as the A.A.T.D. Child Care Advisory Committee), and services to children with special needs
- support for the development of on-site school aged child care programs in school board settings
- the provision for additional opportunities for parents to be informed regarding child care services within their own community.

2.4.0 Municipal Government

The Regional Government of Hamilton-Wentworth has strongly supported child care in our community since the inception of its child care program.

In January 1993, the Regional Chairman's Task Force on Sustainable Development produced a document entitled Implementing Vision 2020. Detailed Strategies and Actions Creating a Sustainable Region. This document identified for Regional Council the actions which can be taken to achieve the community stated in Vision 2020: The Sustainable Region. The document identifies five key themes and within the section entitled "Quality of Life" the following is stated:

- promote child care strategies which support families, including adequate child care in community facilities and neighbourhood based parent/child resource programs, (e.g. toy lending services, parenting workshops, drop-in centres, and information and referral services) according to need
- promote employment strategies to balance work and family care responsibilities (e.g. flexible working arrangements, increased job security, reduced work hours with pro-rated benefits)
- improve the availability of before and after school care programs and parent education.⁹

The Regional Municipality's Social Services Department provides a range of services from direct care programs to support programs and involvement in community co-ordination and development initiatives.

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It must be re-stated that the delivery of child care services by municipalities is discretionary and, at present, the Region of Hamilton-Wentworth is involved in providing child care services to approximately 2,000 children through the following programs with the Region and Ministries:

- purchase of service agreements with licensed day nurseries
- purchase of service agreement with one home child care agency
- regional integrated centre licensed for 85 children

It is important to note that the authority for licensing these programs is with the Ministry of Community and Social Services. The Municipality's commitment to child care services has been identified, however the Municipality is also an active participant in numerous provincial and local networks and organizations including those addressing issues related to the provision of child care services to children. The Region has played an active role in promoting and fostering linkages within the community which support a more cohesive and efficient child care network.

Endnotes:

1. Procedures from the Child Care Policy and Research Symposium, The Child Care Resource and Research Unit, University of Toronto. p. 39.
 2. Work Related Child Care in Context The Child Care Resource and Research Unit, University of Toronto. p. 1.
 3. Economics and Child Care Policy. p. 27.
 4. Globe and Mail, Tuesday, January 11, 1994 - Clever Societies Look after their Children, Michael Valpy.
 5. Ibid.
 6. Ministry of Community and Social Services, New Directions in Child Care. 1987.
 7. Throne Speech, April 1987.
 8. MCSS April 14 discussion Document.
 9. Implementing Visions 2020. Detailed Strategies and Actions Creating a Sustainable Region. p. 34-35.
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SECTION 3.0

FUNDING

CHILD CARE PROFILE

3.0 FUNDING

3.1.0 Overview and Present Realities

Child care services have been in existence since the 1800's in Canada.

A dramatic change in terms of the growth of child care services in Canada occurred in response to a number of factors related to the Second World War. At that time, in response to demand for labour to work in essential war-time industries, women required out-of-home care in order to support the war effort. Federal government financing was made available in the form of a cost sharing agreement with any provincial government electing to establish child care programs and facilities. Subsequent to the Second World War, the federal government shifted its financial commitment to funding child care programs and services to the provinces. The provincial government in Ontario chose to continue to financially support child care programs and in 1946 the Day Nurseries Act was passed in Ontario. This piece of legislation included the mechanisms regarding the provision of funds to regulated programs along with the establishment of minimum licensing standards.

In 1966, the federal government introduced the Canada Assistance Plan or CAP. This represented a cost sharing arrangement between the federal government and the provinces/territories where the federal government could contribute up to 50 per cent of the cost of subsidized child care for families deemed to be in need of assistance. The Canada Assistance Plan was introduced to provide funding to social welfare programs and thus the linking of child care to welfare and social services.

The Ministry of Community and Social Services, under the authority of the Day Nurseries Act, is responsible to ensure that the conditions and/or standards established by the legislation are met by child care programs in order for them to obtain a licence. At present, the Day Nurseries Act recognizes two models in the delivery of Child Care services, centre-based or group care and home child care provided through licensed agencies.

3.2.0 Funding Sources

Child care services and supports in Ontario are presently funded by a range of sources. Government support can come from three levels: federal, provincial and municipal. Government support can also vary between provinces and within a province. The level of support may depend upon the role of individual provinces and municipalities regarding child care. Parents represent a significant source of funding through their payment of fees for child care and in reality paying the cost of child care is primarily the responsibility of parents in Ontario. "Data from the Child Care Branch of the Ministry of Community and Social Services show that the total number of subsidized spaces in Ontario increased by about 50 per cent between 1985 and 1991 from 32,000 to 45,000. However, in spite of that increase, the National Council of Welfare (1988) has estimated that, in 1987, only about 10 per cent of children eligible for partial or full subsidy in Ontario actually received it."¹ Funding may also be allocated to services and programs that are

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not in the business of providing direct, ongoing child care to children such as Child and Family Resource Centres, support services for children with special needs, research and demonstration projects, and community development initiatives.

3.3.0 Federal Funding

3.3.1 Canada Assistance Plan (CAP)

As previously stated, the Canada Assistance Plan provides 50 per cent of the cost of subsidized child care for families deemed to be in need of assistance.

Each province and territory decides how much funding will be spent on child care and what type of care will be provided within CAP's federal maximum eligibility guidelines.

It is important to note that prior to 1990, limitations to federal spending through the Canada Assistance Plan were regulated by the provinces as, the federal government's position was that CAP was an open-ended program. Since that time, Ontario is one of three provinces (the others being British Columbia and Alberta) where the federal government is also involved in determining the flow of dollars through CAP. The ceiling placed on CAP expenditures by the federal government means that the federal government no longer matches the provincial government's expenditures on child care. In Ontario, this has resulted in increased fiscal restraints on and reduced expansion of child care services in the province.

3.3.2 Other Federal Funding

The federal government also has made provisions with tax measures to assist families in the form of a child care expense deduction and a Refundable Child Tax Credit. There is also provision of maternity and parental leave benefits through the Unemployment Insurance Program.

3.4.0 Provincial Funding

3.4.1 Transfer Payments

The issues of provincial funding cannot be discussed in isolation from its cost sharing partners. As indicated, the federal government contributes up to 50 per cent of the monies related to the cost of regulated care for families deemed to be in need as determined through the administration of a needs test. However, it should be noted that as a result of the 1990 decision by the federal government to cap Canada Assistance Plan expenditures to 5 per cent a year above the base, this 50 per cent cost sharing has been eroded, and the provincial share has risen accordingly. This amendment to the CAP legislation became effective in January 1991.

Provincial funding for child care can take many forms based upon the nature of the service. At this time, the province contributes at least 30 per cent of the dollars for those children whose families are eligible for a subsidy as determined by a needs test. This, in combination with the federal government's contribution, totals 80 per cent of the funds for day care subsidy. The

CHILD CARE PROFILE

balance or 20 per cent of the funds are the responsibility of the municipality in support of the 100 per cent of the care cost. This funding arrangement can result in differences between regions in the accessibility of subsidized child care spaces depending upon a municipality's ability or willingness to contribute its share of the funds.

Further reference to cost sharing in this document will be 80/20 per cent with the understanding that the 80 per cent of the funding is flowed through the province but is comprised of federal and provincial dollars.

Provincial funds are available to provide support to municipalities, Indian Bands, and Approved Corporations to pay for child care spaces in programs that any of these groups directly operate, with the exception of approved corporations, or to purchase spaces through a purchase of service agreement.

3.4.2 Special Needs

There are also provisions made for families to obtain subsidy on the basis of a child's handicapping condition. At this time, the province will support 87 per cent of the costs for a child under the age of 5 for a half day program with lunch as per the Day Nurseries Act. The balance or 13 per cent of the cost will be supported through a variety of options that may, for example, include a parent contribution.

3.4.3 Capital Funding

The province may provide 80 per cent of the funding for capital costs in not-for-profit child care programs and 50 per cent of the funding for those operated directly by a municipality. These capital costs include funding to support construction of new not-for-profit child care centres and to assist with renovations to existing centres.

The province may provide capital and operating funds to child and family resource centres. Employment initiatives such as jobsOntario (jotf), funded by the province, have provided capital operational and subsidy dollars (100 per cent) to allow for some expansion of the system across the province.

3.4.4 jobsOntario Child Care (jotf)

The jobsOntario Training fund, a \$1.1 billion employment initiative announced in May 1992, was to encourage the active participation of private sector employers, various training institutions, and community groups to assist in securing employment for those people whose unemployment insurance benefits had run out or who were on social assistance.

The jobsOntario Training Fund consisted of five elements, including:

- A major plan to develop up to 20,000 new child care fee subsidies across Ontario, in support of those being trained or securing employment under the program.

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These day care subsidies are funded 100 per cent by the Province; the Regional Municipality administers these fee subsidies in Hamilton-Wentworth.

3.4.5 Eligibility: Actual Need (criteria)

jobsOntario day care subsidies were originally available to the following target groups of clients:

- Those registered in specific jobsOntario pre-employment training programs

and/or
- Those registered with the Regional jobsOntario Broker, or Sub-Broker and either on a work placement, or having secured work through the Broker or Sub-Broker.

Beginning in April, 1993 the Ministry of Community and Social Services expanded its criteria to include those clients who were:

- a social assistance recipient who finds or has found employment without jobsOntario involvement and is currently receiving or awaiting child care fee subsidy

and/or
- a student attending high school receiving child care fee subsidy or awaiting child care fee subsidy to enable them to attend high school

and/or
- a social assistance recipient participating in educational upgrading as an employment planning function, receiving child care fee subsidy or needing child care fee subsidy to enable them to attend the educational program.

It should be noted that educational upgrading as an employment planning function is included in the following activities:

- a social assistance recipient who is participating in educational upgrading which provides a high school equivalency certificate
- a social assistance recipient who is attending community college courses that lead to a diploma or certificate from the community college
- a social assistance recipient who is attending an undergraduate university program that leads to an undergraduate degree

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- a social assistance recipient who is in a training program that is registered under the Private Vocational Schools Act.

3.4.6 Eligibility: Financial (criteria)

Financial need for jobsOntario clients is determined in the same manner as it is for other subsidized clients - refer to section 3.6.1 (b).

3.4.7 Direction of jobsOntario Fee Subsidies

All clients eligible for jobsOntario day care subsidies must choose to direct their subsidy to a non-profit child care program currently contracted with the Regional Municipality of Hamilton-Wentworth. Only when no spaces exist in the non-profit sector can a jobsOntario fee subsidy be directed to a commercial day care program.

Child care subsidies are available through jobsOntario for unregulated child care only if licensed care is unavailable and/or in situations where culturally appropriate care is unavailable through the licensed sector.

3.4.8 Wage Subsidies

The Ministry of Community and Social Services provides wage subsidies to various child care service providers/organizations to supplement staff salaries and benefits without raising fees to parents. Wage subsidy was first introduced in 1988 through the Direct Operating Grant (DOG). At this time, the term wage subsidy includes the Direct Operating Grant (DOG), Child Care Wage Enhancement Grant (CCWEG) and Provider Enhancement Grant (PEG). At this time, there are separate funding criteria and conditions for each grant. Since 1992, wage subsidies are no longer automatically available.

3.4.9 Parent Funding

Currently, in Ontario, parents pay the majority of the cost of direct service through fees for approximately 70,000 spaces and in reality are paying 88 per cent of the actual cost of these spaces. The remaining 12 per cent is subsidized through the provincial wage subsidy funding.

3.4.10 Program Development Fund

The province provides program development funding in support of system growth. This funding includes operational and start up capital assistance to new programs as well as support to community development, public education, staff training, and infrastructure support and research. This may include support to such services as integration of children with special needs or other support programs.

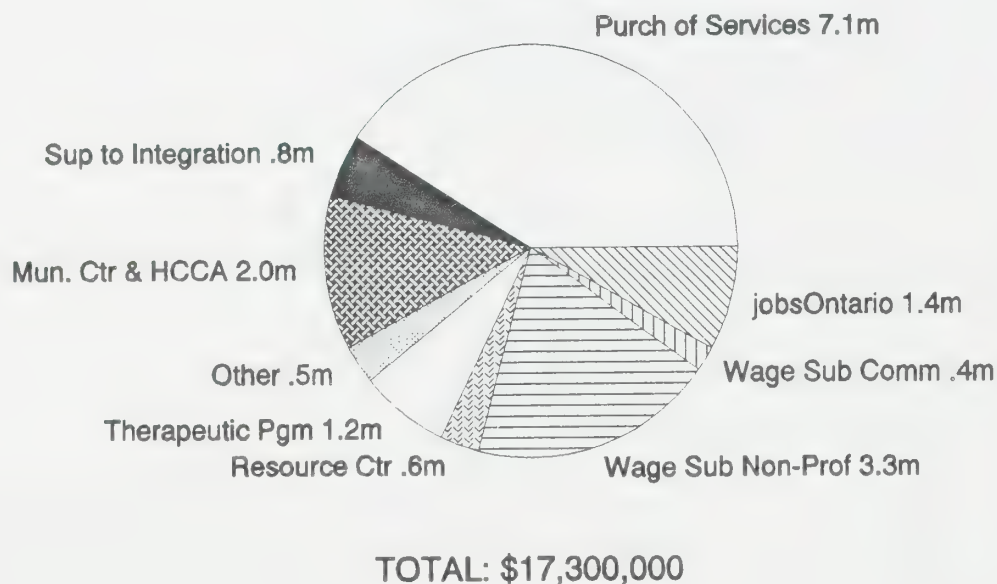
The province has recently allocated "one time" funding to support its initiative to convert commercial centres to non-profit status.

CHILD CARE PROFILE

Figure 3.1 provides the breakdown of provincial government child care expenditures in the Region. These expenditures reflect present allocations with the inclusion of jobsOntario.

Figure 3.1

Child Care Expenditures in Hamilton-Wentworth 1993-1994



- Note - Expenditures for each area have been rounded.
 - Actual total expenditure before rounding: \$17,276,600
 - The total child care expenditures outlined represents funding received from the provincial government.
- Source - Ministry of Community and Social Services, Hamilton Area Office. For the fiscal period from April 1, 1993 to March 31, 1994.

CHILD CARE PROFILE

Table 3.1

Child Care Expenditures in Hamilton-Wentworth 1993-94

Funding Category	Expenditure (Millions)	% of Total Expenditure
Purchase of Service	7.1	41%
Wage Subsidy (Non profit)	3.3	19%
Municipal Centre and Home Child Care Agency	2.0	12%
jobsOntario	1.4	8%
Therapeutic Program	1.2	7%
Supports to Integration	0.8	5%
Resource Centre	0.6	3%
Other	0.5	3%
Wage Subsidy (Commercial)	0.4	2%
Totals	17.3	100%

3.5.0 Municipalities

Municipal involvement in child care is optional or discretionary. As a result, not all municipalities in the province have become involved in child care through the administration of subsidy, provision of care through the direct operation of child care programs or purchase of service agreements.

The nature and level of the involvement of a municipality in child care directly impacts its involvement in funding. Municipalities involved in the administration of subsidy will assess eligibility through the administration of a needs test.

Day care subsidy is financial assistance for families determined to be in financial need who require licensed child care including centre-based, nursery school, or home child care with an agency for children up to an including twelve (12) years of age.

A municipality may directly operate child care programs including day care centres and home child care programs. A municipality may enter into purchase of service agreements with operators of licensed child care programs to purchase spaces to be accessed by families who qualify for a child care subsidy. In these instances, the municipality cost shares 20 per cent with the province in the provision of these services. It is important to note that since 1992, the Ministry of Community and Social Services has required municipalities enter into new purchase-of-service agreements with non-profit programs only. Exceptions to this may be approved by the Ministry of Community and Social Services.

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Since its inception in 1974, the Regional Municipality of Hamilton-Wentworth has been a key participant in the funding and administration of day care subsidy through both purchase of service and directly operated programs. In the Municipality of Hamilton-Wentworth, the subsidized day care programs are administered by The Support Services Division of the Social Services Department, which is responsible to the Health and Social Services Committee of Regional Council.

3.6.0 Day Care Subsidy Space Allocation

The day care subsidy program is not open ended; rather, it is based on an annualized negotiated space allocation agreed upon by both the Municipality and the Province.

The 1993 space allocation for the Regional Municipality of Hamilton-Wentworth was:

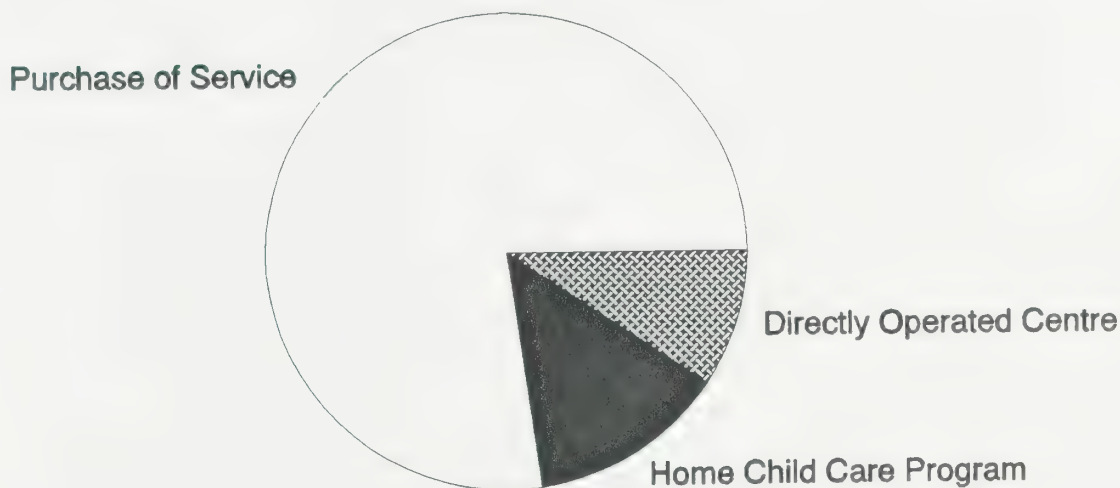
- i) Red Hill Family Centre (directly operated) operating capacity 80 spaces; 65 spaces 80/20 per cent cost shared plus 5 spaces (100 per cent jotf) equal 70 spaces in total
- ii) Home Child Care Program (directly operated and purchase of service 204 spaces (80/20 per cent cost shared) plus 30 spaces (100 per cent jotf) equals 234 spaces in total²
- iii) Purchase of Service (licensed nurseries) 1,210 spaces (80/20 per cent cost shared) plus 160 spaces (100 per cent jobsOntario Training Fund) equals 1,370 spaces in total

The total 1993 day care expenditures for the programs referred to above was \$11,196,537 gross. The Regional portion of that figure was \$2,073,810 (20 per cent of the total cost).

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Figure 3.2

1993 Total Regional Dollars Spent on Day Care Programs
(Period January 1, 1993 - December 31, 1993)



Total \$2,073,810

Purchase of Service - \$1,601,848 (Licensed Nurseries)
Home Child Care Program - \$279,392 (Directly Operated and Purchase of Service)
Directly Operated Centre - \$192,570

Source - The Regional Municipality of Hamilton-Wentworth, Social Services Department, for January 1, 1993 to December 31, 1993.

The 1994 day care budget and space allocation has not yet been finalized with the Ministry of Community and Social Services.

3.6.1 Eligibility for Day Care Subsidy

Eligibility for Day Care Subsidy depends on two criteria:

(a) **ACTUAL NEED**

- parent(s) working full time or part time depending on the number of hours
- OR
- parent(s) attending school or retraining program full time or part time depending on the number of hours

OR

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- parent(s) looking for work (one month only)
OR
- approved therapeutic referral
A therapeutic referral may involve any one or more of the following: child management difficulties, parental relief, child who has a developmental delay or physical handicap, child who is at risk, major family crisis or a parent who needs to improve his/her parenting skills.

(b) FINANCIAL ELIGIBILITY

Financial need for day care subsidy is determined through the completion of a needs test. The Form 1 is standard Province-wide, however, each municipality is responsible for setting ceilings allowable in specified categories of expenses within the Provincial Guidelines based on the Family Benefits Act or the General Welfare Assistance Act.

The Regional Municipality of Hamilton-Wentworth set a Maximum Annual Gross Income Level Policy effective July 1, 1992. Families with income at, or in excess of the Maximum Income Levels are precluded from receiving day care subsidy. This is outlined in Table 3.2 as follows:

Table 3.2

**Maximum Annual Income Levels - Day Care Subsidy Programs
(Effective July 1, 1992)**

TOTAL # OF CHILDREN (Under 18)	SINGLE PARENT FAMILY	TWO PARENT FAMILY
1	\$40,000 (gross)	\$45,000 (gross)
2	\$45,000 (gross)	\$50,000 (gross)
3	\$50,000 (gross)	\$55,000 (gross)
4 & Up	\$55,000 (gross)	\$60,000 (gross)

Families whose annual gross incomes fall below the maximum levels may proceed to be needs tested for subsidy through the completion of the Form 1.

The needs test is based on the following criteria:

- Assets
- Monthly net income
and
- Monthly expenses

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As referenced above, the Form 1 is mandated Provincially, however, some items on the Form are also influenced by each Municipality's policies. The provincially mandated sections of the Form 1 (including liquid assets, amount for basic needs, and rent levels) are congruent with the Family Benefits Act and are updated accordingly. The municipal areas of influence and/or partial control include rent/mortgage, travel and transportation, and dental services.

In addition to the above criteria, the province sets a maximum percentage to be applied as an exemption to Net Earnings. Each municipality has flexibility to set a range within that provincial guideline. The Region of Hamilton-Wentworth has set a sliding scale of exemptions within the provincial guidelines.

Completion of the Form 1 results in the determination of "Available Monthly Income". If no monthly income is deemed to be available for the family to apply toward child care costs, full subsidy is approved for the family. If there is available income, that amount is applied toward the family's child care costs. Should the available income not be equal to or greater than the full cost of service, child care subsidy would be approved for the remaining amount (partial subsidy). Client eligibility for day care subsidy is updated regularly.

In the Regional Municipality of Hamilton-Wentworth, families who are eligible for day care subsidy may choose to direct that subsidy to a centre or program of their choice (from approximately 100 programs which currently hold contractual agreements with the Regional Municipality Purchase of Service Programs - Licensed Nurseries). These programs include child care centres, nursery schools, co-operative nurseries, before and after school programs, and a home child care program.

Note: Day care subsidy dollars are not given directly to the client, rather, they are paid on behalf of the client to the contracted program of the client's choice.

3.6.2 Day Care Subsidy for Children with Handicapping Conditions

Day care subsidy for families with children who are considered "handicapped" under the Day Nurseries Act, is provided as an exception to the above. Funding for these families flows in the following manner:

- i) Costs of a half day program plus lunch are cost shared at 87 per cent subsidy by the Province and 13 per cent by either the parent (regardless of income or asset level) or by the Regional Municipality if the family is determined to be in need according to the Form 1
- ii) Costs of the remaining half day of care (if required) are funded in the normal

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fashion described above (through the day care subsidy program according to the Form 1 if the parent is determined to be in need), or by the parent themselves if not in need.

3.6.3 Admission Priorities

Since the day care program is not open ended, eligibility for subsidy does not guarantee access to a subsidized space. Admission priorities for Hamilton-Wentworth have been approved by Regional Council and are applied when enrolment in the program meets the approved space allocation and a waiting list is established. The current admission priorities are as follow:

- Single parent working
- Two parents working
- Therapeutically referred
- Single parent attending school
- Single parent looking for work
- Two parents looking for work
- Two parents attending school

Note: High risk and special needs (handicapped) children are not wait listed for subsidy.

At the present time, in the Regional Municipality of Hamilton-Wentworth there is not a wait list for day care subsidy.

3.7.0 Other Funding Sources

Other funding sources of child care subsidies are provided through a number of federal, provincial and regional programs. The day care subsidy program ensures that clients access all other available funding sources prior to assisting a client. Day care subsidy may be made available to "top up" or supplement the other funding sources.

3.7.1 Regional Employment Program

Criteria of Program:

- client must be a social assistance recipient
- client must be actively involved with the Regional employment program (i.e. assessment, referral, placement)

Clients receiving subsidies through this program are needs tested by the day care subsidy program (Support Services Division). This funding is provided directly to the client who then selects regulated or unregulated child care for their child.

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3.7.2 Dependent Care Allowance

- **ONTARIO BASIC SKILLS** will fund child care for enroled clients
- funded @ \$16.00 per child per day (preschool rate) (Provincial funding)
- **IMMIGRATION CANADA** will fund child care for some refugees involved in English as a Second Language (ESL)
- funded @ \$20.00 per child per day (preschool rate) (Federal funding)
- **CANADA EMPLOYMENT CENTRE** will fund child care for clients placed by them into training programs
- funded @ \$20.00 per child per day (preschool rate), but is taxed at source (Federal funding)
- **ONTARIO STUDENT AWARD PROGRAM** may fund some child care expenses
- all funds awarded as a loan which must be repaid (Provincial funding)

Clients apply directly to these programs for funding. This funding is given directly to the client who then selects regulated or unregulated child care for their child.

3.7.3 Contractual Agreement

The contractual agreement between the municipality and child care programs facilitates the flow of day care subsidy dollars from the municipality on behalf of eligible families to the child care programs and delineates the Region's expectations and requirements of day care operators.

The Agreement sets out the following:

- | | |
|-------|-----------------------------|
| i) | Operator's Responsibilities |
| ii) | Term of Agreement |
| iii) | Payment for Service |
| iv) | Billing Procedures |
| v) | Absence and Withdrawal |
| vi) | Records and Accounts |
| vii) | Annual Budget |
| viii) | Insurance |
| ix) | Miscellaneous |

Requests for contractual agreements are reviewed and approved by Health and Social Services Committee, and ultimately Regional Council.

Contractual Agreements are approved for the term of Regional Council (three years).

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Amendments are made and approved as needed to reflect changes made as to status of licence or per diem.

The Region currently has contractual agreements with approximately 100 child care programs. These programs are located throughout the Region and outside the regional boundaries. Table 3.3 details the distribution of programs by postal code.

Table 3.3

Distribution by Postal Code of Contracted Child Care Programs

POSTAL CODE	FULL DAY	HALF DAY	CO-OP	1ST BASE	SUMMER CAMP	TOTAL
L7M	1	0	0	0	0	1
L7N	1	0	0	0	0	1
L7R	1	0	0	0	0	1
L7T	1	0	0	0	0	1
L8E	1	0	0	0	0	1
L8G	1	0	2	1	1	5
L8H	4	0	0	1	0	5
L8J	2	0	0	1	0	3
L8K	3	0	3	0	0	6
L8L	0	1	0	0	0	1
L8M	3	0	0	0	0	3
L8N	3	2	0	0	0	5
L8P	4	0	1	2	1	8
L8R	3	0	0	0	0	3
L8S	3	0	1	2	0	6
L8T	0	0	1	0	0	2
L8V	2	0	1	0	0	3
L8W	1	0	0	0	0	1
L9A	5	1	0	3	1	10
L9B	1	0	1	0	1	3
L9C	8	0	1	4	1	14
L9E	0	0	0	0	0	0
L9G	3	0	1	2	0	6
L9H	3	0	3	2	0	8
L9J	1	0	0	0	0	1
L0R	2	0	2	0	0	4
TOTAL	57	4	17	18	4	101

Source - Regional Municipality of Hamilton-Wentworth, Social Services Dept., July 1994

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(Refer to Appendix I for Postal Code Map)

This distribution is itemized by full day programs; half day programs; co-operative preschool programs; First Base (after school) programs, and summer day-camp programs.

3.7.4 Day Care Subsidy Rates/Per Diems

When a child care program first applies to the Region for a contractual agreement, the initial per diem approved for the centre is based on a calculation which takes into account the annualized operating budget, and the number of available days of care. Thereafter, per diems are approved according to the percentage rate increase granted through the regional and provincial budget processes. Centres may appeal approved per diems through a process which is approved annually by Regional Council.

It should be noted that the 1994 per diems have been approved by Regional Council pending approval of the Regional Day Care Budget by the Ministry of Community and Social Services. Regional approval of the 1994 rates was at 0 per cent increase over 1993 rates paid. Please note that these per diems have not yet been finalized.

3.7.5 Additional Supports and/or Services Provided by the Social Services Department

Transportation

Transportation services (to and from child care) may be subsidized for eligible clients when:

- the family does not have a vehicle
and/or
- a child/parent/family has special needs (ex. medical need, disability)

Subsidized transportation is not authorized when:

- the family has a vehicle
- both parents are at home
- the centre is within walking distance
- a parent elects not to utilize a program close to home

Subsidized transportation services are provided through:

- the centre's own transportation system
or
- a regional bus pass
or
- a taxi service

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All transportation requests are reviewed individually.

Home Management Program

Child care centres can access the services of the Regional Home Management Program to facilitate parent groups onsite at the centre.

The Home Management Program teaches the basics of life skills and daily living skills to individuals, families and/or groups. These areas include:

- | | |
|---|---|
| • Problem Solving | • Community Resources |
| • Time Management | • Self-Esteem |
| • Budgeting, Money Management | • Household Routines |
| • Shopping | • Housing/Apt. Search Skills |
| • Safety | • Personal Hygiene and Grooming |
| • Meal Planning | • Meal Preparation |
| • Basic Housekeeping Skills
cleaning/mending/laundry | • Parenting, Behaviour Management,
Child Development |
| • Stress Management | • Goal Setting |

The basic philosophy of the Home Management Program is to teach and support clients in developing the knowledge, skills and positive attitude necessary for them to take control over their lives and work towards their maximum potential.

The Home Management Program works in partnership with a number of service delivery "systems" i.e. community, youth and family, schools, and special populations, to develop groups specific to client needs.

Currently, the Home Management Program also leads and/or co-leads the following additional programs:

"NOBODY'S PERFECT" an education program for parents of children from birth to age five years. Parents learn about children's health, safety, development and behaviour.

"READY OR NOT" a skill development program for parents who have children aged 8 to 12 years. Parents learn to communicate with their children, set guidelines and deal with peer relations, parent-child relations and tough situations including drug and alcohol abuse.

Parent Groups

The Region also supports the delivery of parent groups on a limited basis through the Purchase of Counselling Program and the Homemakers and Nurses Service Program.

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The municipality has provided program funding and support at a variety of levels in terms of social service grants and involvement through staff participation in child care community development, planning and networking groups and initiatives.

Social Service Grants

The Regional Municipality of Hamilton-Wentworth has a number of discretionary funds that it allocates to various community groups in the Region. Social Service Grants, which are 100 per cent Regional tax payer dollars, are one of these discretionary funding sources.

In 1994 the Region's Social Services Grant Program provided financial support of approximately \$70,000 to a number of community programs which directly service young children and their families. Programs such as Resource Centres, the Community Child Abuse Council, the Regional Indian Centre, Big Sisters Association, Learning Disabilities Association, etc., were recipients of these grant dollars in 1994.

Grants totalling approximately \$26,000 in 1994 were also approved for programs which have a more indirect link to young children and families. These programs included the Emergency Shelter Foundation, Drug and Alcohol Awareness Program and the Hamilton Council on Smoking - Sale of Tobacco to Minors Program.

Endnotes:

1. The Child, Youth and Family Policy Research Centre, State of the Child, p. 59.
2. The Regional Municipality of Hamilton-Wentworth has ceased to operate the home child care program as of July 31, 1994. It should be noted that providers and child care spaces have been transferred to another community agency. The Region continues to fund this model of child care through an existing purchase-of-service agreement.

SECTION 4.0

POLITICAL CLIMATE

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4.0 POLITICAL CLIMATE

4.1.0 Federal Government

The current review of Canada's social programs makes it difficult to assess and clarify the current position of the federal government in relation to child care. The federal government has acknowledged in its policy statements that child care is an important component of economic recovery and essential in assisting parents who want to work to do so. They have advanced a number of principles:

- care for the very young is a societal issue
- Canadians want a country in which adults can find good jobs and where children can realize their potential
- the federal government has a direct interest in insuring that our young people have the best possible opportunity to gain the skills and knowledge needed to lead productive and self-sufficient lives
- quality, accessible child care is an economic advantage for Canada
- the development of 150,000 child care spaces over the next five years. (This commitment is tied to the country's economic performance during this period.)

Some analysts predict that the federal government, in connection with the reform of social programs, will propose block payments to the provinces which may be less generous than the current arrangements under the Canada Assistance Plan. Other speculation predicts some kind of direct payment to parents to assist them to purchase their own child care or an expansion of the current tax benefits for families who pay child care fees.

The next twelve months should provide a clearer picture of the role the federal government will play in child care and exactly how these services fit within the complexity of economic and social reform which is currently being undertaken.

4.2.0 Provincial Government

The intention of reform was to move child care services more clearly into delivery as an "essential public service". Among the most significant first initiatives was to be a move to provide base funding to child care programs which would replace the current operating budget patchwork of parent fees, subsidies, salary enhancements etc. Hand in hand with this initiative would be a move to income testing of families - replacing the current needs test and eliminating municipal discretion in the granting of subsidies.

The issue of cost has been identified as the barrier to proceeding with the provincial government's child care reform. Some discussions are underway to continuing with some parts of reform but it is unclear at this time whether any steps will be taken. A proposal has been made to the federal government to initiate some aspects of reform, but no response to this proposal has been received.

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The government is still proceeding with its initiative to convert commercial child care programs to non-profit status.

4.3.0 Regional Government

As previously stated within this report, the Regional Municipality of Hamilton-Wentworth has been an active participant in the planning, co-ordination and delivery of child care services within this community. It is important to note that the involvement of municipalities in the delivery of child care services is discretionary.

In the Spring 1992, Regional Council approved the implementation of a Maximum Income Level Policy on day care subsidy which set upper income limits and also changed limits in the area of Exemption on Net Earnings.

Due to these policy changes, and their impact on the community, as well as issues raised in regard to Regional day care per diems, Regional Council approved the establishment of the Regional Day Care Task Force in September, 1992. Terms of Reference were approved later that fall, and membership recruited. The Task Force first met early in the New Year, 1993.

The committee was composed of representatives from Regional Council, Ministry and Regional staff, service providers, consumers, citizens and community groups. The Day Care Task Force was requested to review and analyze the following two areas:

- the current budget model and per diem rates used by Purchase of Service - Licensed Nurseries Program
- the policies currently in place for the determination of eligibility for day care subsidy.

The Task Force established a set of guiding principles to provide a framework for the work of the committee in completing its mandate. The committee has reviewed a number of areas to date, including the current budget package used by day care operators, a comparison of budget models and eligibility criteria utilized in other municipalities, and needs testing procedures. In addition, the Task Force has also been investigating the area of user fees and whether/how such fees might be introduced in Hamilton-Wentworth.

In March 1994, the Day Care Task Force presented an interim report to the Health and Social Services Committee which recommended that no day care appeals pertaining to budgets be considered until the Task Force has completed its work. It was also recommended that the Region pursue any opportunity to participate in pilot projects related to Child Care Reform which may be initiated by the Province.

At this time, the Task Force projects that its final report will be made in the Fall of 1994.

SECTION 5.0

OVERVIEW OF COMMUNITY CO-ORDINATING AND PLANNING BODIES

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5.0 OVERVIEW OF COMMUNITY CO-ORDINATING AND PLANNING BODIES

5.1.0 Overview

In this section, a synopsis of the role of community co-ordinating and planning bodies vis a vis child care services will be reviewed. In Hamilton-Wentworth, there are three key planning organizations in addition to the Ministry of Community and Social Services and the Regional Municipality of Hamilton-Wentworth.

- Association of Agencies for Treatment and Development (A.A.T.D.)
- Social Planning and Research Council Hamilton and District (S.P.R.C.)
- Hamilton-Wentworth District Health Council

5.2.0 Association of Agencies for Treatment and Development

As outlined previously in the report, A.A.T.D. is the local planning and co-ordinating body for children's services in Hamilton-Wentworth. Its mission statement is:

"To strive to achieve an effective network of services in Hamilton-Wentworth that supports the health, development and well-being of children, youth and their families."

5.3.0 Social Planning and Research Council Hamilton and District

The mission statement for the Social Planning and Research Council Hamilton and District is:

As an independent voice in the community, the Social Planning and Research Council of Hamilton and District will act to improve the quality of life for all citizens by engaging in activities which will result in:

- *improved social policies and services*
- *maximized access for all citizens in the opportunities afforded by society*
- *effective citizen involvement in the continuing consideration of social issues.¹*

Funding for the Social Planning and Research Council is derived from various sources including the United Way, the Regional Municipality of Hamilton-Wentworth as well as through purchase-of-service arrangements, revenue elicited from publication sales and membership dues.

5.4.0 Hamilton-Wentworth District Health Council

Another organization whose mandate relates to community planning and co-ordination is the Hamilton-Wentworth District Health Council. This organization's mission statement can be described as follows:

The Hamilton-Wentworth District Health Council is a community based advisory body to the Ontario Minister of Health.

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In collaboration with other planning bodies, it is responsible to advocate for and promote a responsive, accessible and cost effective health care system.

The District Health Council is committed to equitable partnerships between the public and providers in planning and coordinating services which support, maintain and enhance the health of individuals and the community.²

The District Health Council receives its funding from the Ministry of Health.

5.5.0 Ministry of Community and Social Services

The Ontario Ministry of Community and Social Services has identified its primary goal outlined within Achieving Our Potential Together - Corporate Plan (1990) as:

To promote the stability and quality of life for Ontario residents by strengthening the ability of communities to cope with change and respond effectively to the social and economic needs of families and individuals in ways that reinforce personal dignity and independence.³

This statement reinforces the Ministry's intent of supporting programs but stressing the importance of collaboration through partnerships with local communities, service providers, individuals and families. The responsibility for the development, management and delivery of services is a shared role between all partners.

Furthermore, the Ontario Ministry of Community and Social Services as the principle funder of child care services in Ontario is currently committed to working with local communities in creating a child care system that provides services in an effective and efficient manner but continues to be flexible enough to meet the changing needs of families. These as previously stated, are the four key principles of reform - quality, affordability, accessibility and a soundly managed child care system.

To achieve this end, the Ontario Ministry of Community and Social Services has designed a management framework that will act as the foundation in guiding the further development and expansion of the child care system.

5.6.0 The Regional Municipality of Hamilton-Wentworth

As previously outlined in this report, the Regional Municipality of Hamilton-Wentworth continues to actively partake in community planning and development activities related to child care. In September 1992, Regional Council approved the development of a Day Care Task Force for the purpose of reviewing and examining two areas pertaining to Purchase-of-Service with Licensed Nurseries Programs in the Regional Municipality of Hamilton-Wentworth. They include:

- The present budget model and per diem rates used by Licensed Nurseries Programs in

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the region

- The current policies for the determination of eligibility of day care subsidy.

The Day Care Task Force is continuing with its task in the completion of its mandate as outlined above.

5.7.0 Relationship of Community Co-ordinating and Planning Bodies to the Child Care Sector of Hamilton-Wentworth

As the children's planning body in Hamilton-Wentworth, A.A.T.D. is committed to providing quality services to the children and families residing in the Region. A.A.T.D. has been an active participant within the community since its inception in 1972.

A.A.T.D. has had involvement with the child care sector since 1988, when the Special Needs Preschoolers Network became a sub-committee of A.A.T.D. This was a significant step in raising the profile of preschool children and child care in the Hamilton-Wentworth community.

Since that time, several reports have documented the need and support for community planning and co-ordination within the child care sector to the broader spectrum of children's services. Specifically, the Hamilton-Wentworth Preschool Planning Initiative funded by A.A.T.D. (June 1992) recommended that:

- the community develop a more pro-active approach to the development of child care services in order to promote a better balance and distribution of services
- individuals and organizations involved in the provision of services within this sector initiate the co-ordination of resources, information and supports in order to further enhance the current services available and ensure a timely and effective response to consumers, families and service providers.

The Social Planning and Research Council of Hamilton and District supports communities' efforts to identify opportunities to improve the quality of life for individuals through the identification and resolution of problems and barriers. The S.P.R.C. also supports that all citizens of the community have the right and should be given the opportunity to participate in the process.

A report was also conducted by the Social Planning and Research Council in July 1992, which reiterated the need for the co-ordination of child care services with the other sectors of the children's services system. In this report, entitled An Analysis of Child Care Needs in Hamilton-Wentworth, A.A.T.D. was suggested as a potential sponsor for this initiative.

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The Ontario Ministry of Community and Social Services also supports and advocates for the active participation of all partners in reforming the child care system. In particular, emphasis has been focused on the local community for the planning and delivery of child care services. This is considered essential in ensuring the community has the opportunity to provide input into the planning and development of child care services and, as well, takes part in the setting of local priorities. It is felt that this will ensure each community will be viewed individually and services provided will be based on identified needs, preferences and unique circumstances of that community. This will also avoid duplication of services, maximize use of available resources and provide a comprehensive, co-ordinated method for the delivery of child care services.

The Ontario Ministry of Community and Social Services has outlined a structure for this to occur through the document, Ontario Child Care Management Framework (1992). In this report, it outlines the need for each Ministry local office to develop an Area Management Plan that is reflective of the communities it governs but remains consistent with the provincial guidelines and stated priorities.

Over the past year, the management plan for the Hamilton Area Office of the Ministry of Community and Social Services identified a number of goals for child care services specific to our community. These include:

- strengthening non-profit child care boards
- promoting access to services through ongoing expansion, equitable distribution of services and provision of flexible service models
- supporting the integration of children with special needs
- supporting community planning bodies
- encouraging linkages of child care planning bodies with broader children's services and other ministries
- supporting initiatives which foster excellence in caregiving
- continuing to provide supports to the unregulated home child care sector through existing child care resource centres
- supporting initiatives providing information to parents
- supporting the conversion of commercial operations through expansion of the existing non-profit service sectors
- addressing issues related to the development of francophone child care services
- promoting interministerial and community partnerships in the development of child care services and continued support to programs funded by the Ministry of Education's new school initiatives.

It should also be noted that the Hamilton Area Child Care Management Plan included the need for a planning body to co-ordinate and further plan for child care services in this community. In 1993, this goal was realized with the formation of the Child Care Co-ordination Program provided under the auspices of the Association of Agencies for Treatment and Development.

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The A.A.T.D. Child Care Advisory Committee is continuing to meet its objectives and work towards strategic long-term planning for the Hamilton-Wentworth child care community. Both the Ministry of Community and Social Services and the Regional Municipality of Hamilton-Wentworth are represented on the Child Care Advisory Committee.

Endnotes:

1. Information obtained from The Social Planning and Research Council Hamilton and District.
 2. Information obtained from The Hamilton-Wentworth District Health Council.
 3. Ministry of Community and Social Services. Achieving our Potential Together - Corporate Plan, January 1990, p.8.
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SECTION 6.0

THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

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6.0 THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

There is a wealth of information available about our community and it is not realistic to include everything. Therefore, this section contains those pieces of information that are particularly relevant to, and interconnect with, the area of child care. For example, how many people live in the community, how many children are there, where do they live, how old are they, and what the families in the community "look like". (Additional characteristics of Hamilton-Wentworth are found in table format in Appendix II.)

6.1.0 Geography of the Region

The Regional Municipality of Hamilton-Wentworth is comprised of six area municipalities including the cities of Hamilton and Stoney Creek, the Towns of Ancaster, Dundas and Flamborough, and the Township of Glanbrook. Together these municipalities encompass 1,113 square kilometres.

6.2.0 Population

6.2.1 Current Population

The population of the Regional Municipality of Hamilton-Wentworth was 451,665 in 1991.¹ The population totals for each of the six municipalities within Hamilton-Wentworth is presented in the following table.

Table 6.1

Population Totals by Municipality, 1991

<u>Municipality</u>	<u>Population</u>
Town of Ancaster	21,985
Town of Dundas	21,870
Town of Flamborough	29,615
Township of Glanbrook	9,725
City of Hamilton	318,500
City of Stoney Creek	49,970
Regional Municipality of Hamilton-Wentworth	451,665

Source - Statistics Canada. Profile of Census Divisions and Subdivisions in Ontario - Part A. Catalogue 95-337. Ottawa: Queen's Printer, 1992, p. 134-135.

TABLE 6.2: POPULATION 0-12 YEAR OLDS BY MUNICIPALITY, 1991

AGE (YRS)	HAM- WENT	ANCASTER			DUNDAS			FLAMBOROUGH			GLANBROOK			HAMILTON			STONEY CREEK		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
<1	1,936	60	51	111	45	52	97	85	62	147	25	22	47	689	648	1337	118	79	197
1	5,051	137	136	273	109	125	234	200	186	386	55	58	113	1766	1706	3472	306	267	573
2	5,491	185	171	356	122	141	263	234	201	435	65	74	139	1903	1783	3686	305	307	612
3	5,329	156	171	327	139	128	267	236	188	424	64	58	122	1863	1697	3560	316	313	629
4	5,904	182	179	361	154	139	293	234	209	443	69	62	131	1983	1978	3961	359	356	715
5	6,159	216	195	411	140	142	282	244	237	481	85	74	159	2086	1981	4067	402	357	759
6	6,358	211	208	419	148	158	306	257	253	510	76	80	156	2081	2069	4150	413	404	817
7	6,275	193	192	385	167	152	319	264	261	525	93	91	184	2113	1974	4087	406	369	775
8	6,066	213	176	389	152	137	289	254	264	518	67	78	145	1993	1946	3939	419	367	786
9	5,827	174	180	354	142	139	281	231	215	446	64	64	128	1934	1937	3871	381	366	747
10	5,743	192	154	346	151	151	302	257	226	483	82	75	157	1893	1846	3739	355	361	716
11	5,743	174	184	358	153	154	307	236	225	461	75	61	136	1892	1812	3704	391	386	777
12	5,608	172	149	321	152	140	292	198	203	401	72	91	163	1850	1812	3662	395	374	769
////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////	////////
TOTAL 0-12	71,490	2265	2146	4411	1774	1758	3532	2930	2730	5660	892	888	1780	24046	23189	47235	4566	4306	8872
TOTAL POP	451,684	10744	10754	22053	9914	11145	21789	14297	14015	29290	4864	4700	9801	145807	158613	318947	23805	24428	4980
% OF TOTAL POP	15.83	21.08	19.96	20.00	17.89	15.77	16.21	20.49	19.48	19.32	18.34	18.89	18.16	16.49	14.62	14.81	18.18	17.63	17.81

Source - Regional Planning Branch, Hamilton-Wentworth Planning and Development Department. Population by Single Years of Age, Sex, and Selected Age Groups. 1991 Historical Planning File Year End Assessment.

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6.2.2 Population of Children 0-12

In 1991 there was a total of 71,490 children, 12 years of age and under, in Hamilton-Wentworth. This age category represents 15.8 per cent of the total regional population. Among the municipalities, the proportion of 0 to 12 year olds ranges from a low of 14.8 per cent in the City of Hamilton to a high of 20.0 per cent in the Town of Ancaster.² Within the population of 0 to 12 year olds, there is an even distribution of males to females (51.0 per cent and 49.0 per cent respectively). This breakdown is consistent within each of the six municipalities within the Region.³ The population of 0 to 12 year olds by municipality is presented in Table 6.2.

6.2.3 Population Projections

The population of Hamilton-Wentworth is expected to increase to 498,060 by 2001 and, by the year 2021, the regional population is expected to be 566,465. This represents a population increase of almost 115,000 more people by the year 2021.⁴

Each of the six municipalities within the Hamilton-Wentworth Region are expected to experience the increases. By the year 2021, Ancaster is expected to experience a 96 per cent increase, Flamborough a 79 per cent increase, Stoney Creek a 74 per cent increase and Glanbrook a 64 per cent increase. Dundas and Hamilton are both expecting increases of less than 20 per cent (17 per cent and 7 per cent respectively).⁵

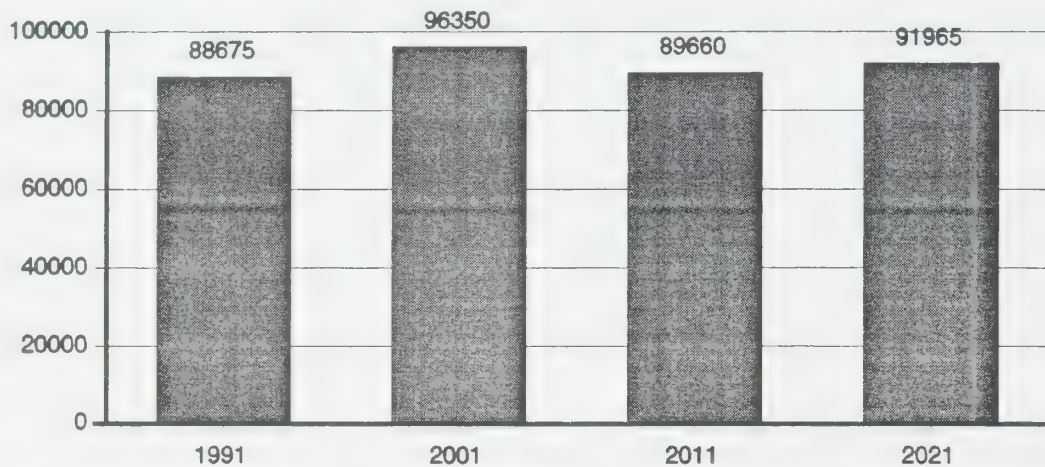
The age composition of the Region is expected to shift between 1991 and 2021, with the median age of the population increasing from 33 years of age in 1991 to 41 years in 2021. The most dramatic change in the structure of the population will occur in the 45-64 age category as these individuals enter retirement.⁶

The proportion of 0-14 year olds is expected to remain fairly constant into the year 2021. The population projections for the 0-14 year age category are illustrated in the figure below.

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Figure 6.1

Regional Population Projections for 0-14 Year Olds



Source: Regional Planning Branch, Hamilton-Wentworth Planning and Development Department. Hamilton-Wentworth Population, Households and Labour Force Projections 1991-2021. Hamilton: Hamilton-Wentworth Planning and Development Department, November 1992.

6.3.0 A Bit About the People Living in Hamilton Wentworth

6.3.1 Families

There are many definitions of family. The word family means many things to many people. "For most people, the word 'family' means precisely the kind of family that they, themselves, grew up in."⁷

The following information about families refers to the Statistics Canada definition of family. This defines a family as "people living under the same roof who are either a couple, a couple with children who have never married, or a single parent and one or more children who have never married." It is important to recognize that this definition is somewhat limiting because it does not reflect the diversity of familial groups that we see in society today, for example, people who are not related but live under the same roof and support one another.⁸

The Definition established by the Vanier Institute of the Family acknowledges two key issues. The first is that there are many different types of families and the second addresses the social environment within which people live.⁹ The Vanier Institute defines family as follows:

"Family is defined as any combination of two or more persons who are bound

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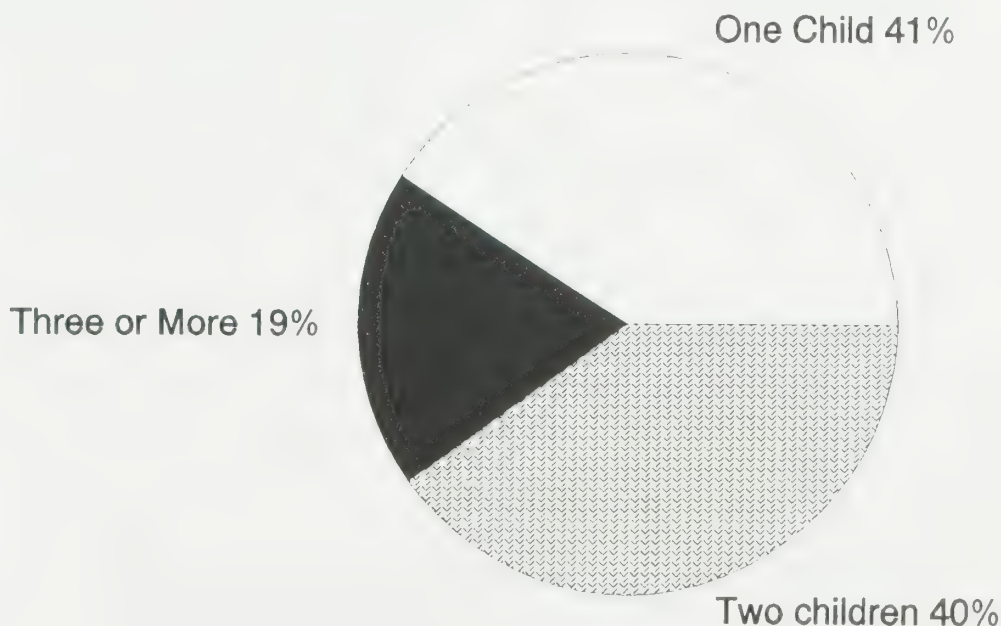
together over time by ties of mutual consent, birth and/or adoption/placement and who, together, assume responsibilities for variant combinations of some of the following:

- physical maintenance and care of groups members;
- addition of new members through procreation or adoption;
- socialization of children;
- production, consumption and distribution of goods and services; and
- affective nurturance - love."¹⁰

In 1991, there were 122,995 families in the Region. Approximately 65 per cent of families have one or more children at home.¹¹ The number of children in these families is illustrated in Figure 6.2 below.

Figure 6.2

Number of Children Living at Home



Source - Statistics Canada. Profile of census tracts in Hamilton, Part A. Ottawa: Industry, Science and Technology Canada. 1992. 1991 Census of Canada. Catalogue number 95-341.

In 1991, there were 144,950 children living in the 122,995 families. When broken down according to age, 36,385 children were under six years of age. This represents one-quarter of all children living in these families. Another 35 per cent of these children were six to 14 years of age while the remaining 40 per cent were over 14.¹²

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Approximately 80 per cent of the families with children at home were married or common-law couples. The remaining 20 per cent were lone parent families. A recent report published by Statistics Canada indicates that lone parents are more likely to be led by women.¹³ In 1991, approximately 79 per cent of lone parent families in Hamilton-Wentworth were led by women.

The report also indicates the following about lone parents:

- the majority are divorced or separated, however, the number of single never married lone parents is increasing
- they have much lower incomes than two-parent families
- they are more likely to be renters than home owners
- female lone parents are less likely than males to be employed outside the home.¹⁴

6.3.2 Diverse Cultures

There are a number of variables that can be used to better understand the diverse cultures within Hamilton-Wentworth. One variable, known as mother tongue, refers to the first language used in childhood and still understood by the individual. According to the 1991 census, approximately 75 per cent of the Hamilton-Wentworth population reported English as their mother tongue. There was also a large population of individuals who reported Italian, Polish, Portuguese, German and French as their mother tongue.¹⁵

As well, the diversity of the Hamilton community is illustrated by the proportion of immigrants. Immigrants refer to people who are not Canadian citizens at birth. Approximately one-quarter of the Hamilton population are immigrants.¹⁶

The ethnic origins of people living in the Region is presented in Table 6.3. British comprises approximately 30 per cent of the ethnic origins of individuals in the Region. However, this community also includes a large number of persons who report Italian, Polish, Dutch or German as their ethnic origin. Approximately one-third of the Region report more than one ethnic origin.¹⁷

Table 6.3

Ethnic Origins of People Living in the Region, 1991

ETHNIC ORIGINS	1991 CENSUS
Single Origins	305,660
British*	124,410
French*	9,925
Aboriginal Peoples*	2,075
Black*	3,395
German	10,725
Italian	36,605
Ukrainian	6,750
Chinese	4,905
Dutch (Netherlands)	10,620
South Asian*	4,115
Jewish	2,755
Polish	11,065
Other Single Origins	18,215
Multiple Origins	141,020

- Notes - These numbers do not sum to the Regional population total because there are many ethnic groups containing smaller numbers of people which are not listed here.
- **British** includes English, Irish, Scottish, Welsh, British and other British. **French** includes French, Acadian, French Canadian and Quebecois. **Aboriginal Peoples** include Inuit, Metis, and North American Indian. **Black** includes Black and African Black. **South Asian** includes Bengali, Gujarati, Punjabi, Singhalese, Tamil, Bangladeshi, East Indian (not included elsewhere), Pakistani, and Sri Lankan. **Multiple Origins** includes persons who report more than one ethnic origin. The 1991 Census contains many more ethnic origins than could be reported here. If more detail is needed call the Social Planning and Research Council and ask about more information for the source listed below for this Table.
 - In the other single origins category in 1991, 27,775 people said their ethnic origin is Canadian.
- Source - DeSantis, Gloria, and Tullock, Akosia. A Community-Based Needs Assessment of Settlement and Integration Services in Hamilton-Wentworth: A Discussion Paper. Prepared in Partnership with the Settlement and Integration Services Advisory Committee of the Social Planning and Research Council of Hamilton and District, Hamilton, April 1992, p.9.
- Statistics Canada. 1986 and 1991 Profile of Census Divisions and Subdivisions - Part B

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The Social Planning and Research Council conducted a random survey of 630 respondents in Hamilton-Wentworth to find that 7.8 per cent identified themselves as a member of a racial minority group. It is expected that the proportion of racial minorities will increase and that "current and future immigrants are most likely to be identified as 'visible minorities', culturally and/or racially diverse or people from 'Third World' countries".¹⁸

6.3.3 French Language Services Act

The French Language Services Act in Ontario came into effect in November 1989. The Act provides for the delivery of provincial government services in French to areas across the province that qualify. To qualify, francophones must form 10 per cent of the local population or it must be an urban centre where francophones number 5,000 or more. According to the 1991 census, there were 9,925 francophones in Hamilton-Wentworth.

6.3.4 Educational Levels

An examination of educational levels over the past ten years indicates that there is a decrease in the proportion of people in our community who have less than a grade 9 level and those who have grades 9-13 without a secondary certificate. There also appears to be an increase in the proportion of people with a university degree, those attending university without receiving a degree, or those who have attained other non-university certificates.¹⁹

6.3.5 Employment

Between 1982 and 1990, the number of people in Hamilton-Wentworth working full-time has dropped. In fact, part-time employment accounts for 20 per cent of the surveyed workforce in Hamilton-Wentworth. It is expected that the trend toward part-time work will increase in the future.²⁰

Another shift in the Region is the decrease in the number of people employed in the manufacturing sector, and the increase in the number employed in the service sector. The result, generally speaking, is lower wage levels since service sector jobs often do not pay as well as manufacturing jobs. As well, service sector jobs, particularly in areas such as health, education and finance, that pay well generally require high levels of education and skill.²¹

According to 1991 census data, the unemployment rate in Hamilton-Wentworth was 9.8 per cent. The unemployment rate for males was 10.7 per cent, while the rate for females was 8.8 per cent.²²

Statistics Canada provides some interesting data about women and employment. In 1991, there were approximately 14,000 women employed in this community with children six years of age or younger. In addition, there were 2,000 women with children six or younger who are considered to be part of the labour force, but unemployed. Generally speaking, about 60 to 65 per cent of women with young children at home participated in the labour force (i.e. were employed, were laid off but would be returning to their job or actively seeking employment).²³

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6.3.6 Income and Government Financial Assistance

The average family income in 1991 in this community was \$52,267. The average family income by municipality ranged from \$46,874 in the City of Hamilton to \$81,375 in Ancaster.²⁴

There are a number of measures of low-income. According to Statistics Canada, the low-income cut-off is the point at which a person is paying more than 58 per cent of his or her income on food, shelter and clothing leaving little for transportation, education, hobbies, travel, etc. In 1991, approximately 15 per cent of families in the Region fell below the low-income cut-off.²⁵

There are a number of types of income assistance programs. In March 1993, it was estimated that "if one adds General Welfare Assistance (GWA), Family Benefits Assistance (FBA) and Unemployment Insurance (UI) caseloads together, the total number is 25% of our Regional population."²⁶

The average number of GWA beneficiaries in the Hamilton-Wentworth Region has continued to rise. In 1982, 2.8 per cent of the population were recipients of GWA. Ten years later, the proportion of beneficiaries increased to 5.5 per cent.²⁷

A similar trend toward a greater number of beneficiaries of FBA is also evident. The average annual number of beneficiaries rose from 27,369 beneficiaries in 1990 to 41,022 in 1993.²⁸

6.3.7 Housing

In 1991 there were 168,735 occupied private dwellings in Hamilton-Wentworth. Approximately 38 per cent were rented and 62 per cent were owned.²⁹

According to the Canada Mortgage and Housing Corporation, the average rent in the City of Hamilton in 1992 was \$368. When the type of unit is accounted for, the average rent was \$453 for a one bedroom apartment, \$548 for a two bedroom apartment, and \$682 for a three bedroom apartment.³⁰

In addition to the private rental market, there is also non-profit housing or government assisted housing. In 1989, there were a total of 10,654 assisted housing units, half of which are for households with dependents.³¹

Endnotes:

1. Statistics Canada. Profile of Census Divisions and Subdivisions in Ontario - Part A. Catalogue 95-337. Ottawa: Queen's Printer, 1992, p. 134-135.
2. Regional Planning Branch, Hamilton-Wentworth Planning and Development Department. Population by Single Years of Age, Sex, and Select Age Groups. 1991 Historical Planning File (Year End Assessment).
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5. Ibid.
6. Ibid.
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8. Ibid.
9. Ibid. p.5.
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14. Ibid.
15. Statistics Canada. Population by Selected Mother Tongue for 1991. Based on the 1991 Census.
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19. DeSantis, Gloria. Tracking Community Trends in Hamilton-Wentworth. Hamilton, December 1993, p. 17.
20. Hamilton-Wentworth Planning and Development. Employment Trends, 1982 to 1990. Regional Municipality of Hamilton-Wentworth, Hamilton, 1992, p. vi.
21. Ibid., p. 14.

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22. Statistics Canada. Profile of Census Divisions and Subdivisions in Ontario. Based on 1991 Census.
 23. Ibid.
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 25. Ibid.
 26. Pennock, Mike. A Speech to the Annual General Meeting of the Hamilton-Wentworth Children's Aid Society. Hamilton, March 1993, p.5.
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 28. Ministry of Community and Social Services, Family Benefits Office. Monthly Statistics.
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SECTION 7.0

METHODOLOGY

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7.0 METHODOLOGY

7.1.0 Overview

This section describes the methods used to compile the data and information presented in this report. It begins with the development of the workplan and the definition of terms, followed by the determination of the data collection period. The latter part of this section discusses the sources of data and information, and the survey methods developed for licensed day nurseries, licensed home child care agencies and resource centres.

7.2.0 Development of the Workplan

To approach a project of this magnitude, the Working Group developed a detailed workplan. The workplan listed 22 content areas and for each area outlined the following pieces of information:

1. the research questions that would be addressed for that area;
2. the source(s) of information, how the information would be gathered;
3. the individual(s) who would take responsibility for that content area, and;
4. the timelines.

The workplan was reviewed throughout the course of the project, and modifications were made when necessary. For the most part, the adjustments were minor and were made to accommodate changes in responsibility or to alter timelines.

7.3.0 Definition of Terms

The Working Group collectively developed the Definition of Terms for the purposes of the profile.¹ These definitions were developed to provide respondents with a common understanding of the terms and concepts used in the survey questions. For example, the term "waiting list" can be defined in a number of ways. However, for the purposes of the profile, the definition of "waiting list" for toddler, preschooler and school age children is defined as "...the list of those children who would accept a space in the day nursery **immediately** if it were offered." Although the day nursery may have an extensive listing of toddlers, preschoolers and school age children for whom a space may be required in six month's time, for the purpose of the profile, information was captured regarding those children who require a space immediately.

In developing the definition of terms, consideration was given to the following resources and factors:

- definitions that are contained in the Day Nurseries Act;
- definitions that are currently used by existing child care and related data bases in this community;
- measurability (i.e. is it possible to accurately measure the issue based on the definition).

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7.4.0 Data Collection Period

The child care "picture" can change from one day to the next. That is, the number of children enrolled in child care centres can potentially differ from day to day, as can the number awaiting child care.

As a result, the decision was made to select a point in time during which the data would be collected for the profile. Thus, the profile would present a snapshot of child care services in this community. To ensure an accurate picture of child care services, the following criteria were used to select the snapshot period:

- Select a period of time without any statutory holidays and/or Board of Education Program breaks (eg. Good Friday, Easter Monday, March break)
- Select a period of time during which there are no child care related conferences or workshops that may make it difficult for telephone interviewers to reach potential respondents
- Allow enough lead time to notify project participants and carry out staff training
- Allow enough time to carry out all aspects of the data collection, i.e. telephone survey, client survey within resource centres.

Based on careful consideration of these criteria, the week of April 11, 1994 to April 15, 1994 was selected as the snapshot period. It is important to mention that while the majority of data presented is representative of the snapshot period, there are a few exceptions. These exceptions are outlined below.

- In some cases, data extrapolated from existing data base systems was based on March 31, 1994 to avoid additional costs to run a custom report to reflect the week of April 11th.
- Statistical reporting schedules within some child care centres or home child care agencies did not fall neatly into the snapshot period. In these cases, the most recent statistics were included in the project. In all cases, the statistics represented are within two weeks of the snapshot period.
- A decision was made to extend the snapshot week to a two week period for resource centres, thus providing a more accurate representation of the individuals using these centres.

7.5.0 Sources of Information

A number of sources of information and methods were used to address the research questions associated with each content area of the workplan. In many cases, the information was obtained using secondary data, i.e. no survey work was necessary. Much of the information compiled for sections was the work of sector representatives and their members. Sectors were contacted and asked to address the section of the workplan pertaining to them. This information was then

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provided to the Working Group who organized it into report format.

There were, however, four content areas in which surveys were designed and conducted to obtain data and information.² These areas include:

1. Licensed Day Nurseries
2. Home Child Care Agencies
3. Resource Centres
4. Services to Children with Special Needs

The methods developed for each of these content areas are outlined below.

7.6.0 Data Collection - Licensed Day Nurseries

It was decided that the data for licensed day nurseries would be collected through telephone interviews. This method was selected for a couple of reasons. First, it was felt that a higher response rate would be achieved, as compared to a mailout survey. Second, a telephone interview would provide the respondent with the opportunity to ask questions and the interviewer could clarify information when necessary.

A core set of questions was developed for all licensed day nurseries. These questions addressed the following areas.

- Licensed capacity. A printout was obtained from the local area office of the Ministry of Community and Social Services that indicated the licensed capacity of all day nurseries. Respondents were asked to confirm the numbers obtained from the printout.
- Enrolment by age category
- Number of new or additional full-time children that can be accommodated
- Waiting lists
- Staffing, hours of operation and fee structure
- Additional services

In addition to the core set of questions, additional issues were addressed in the workplace questionnaire. Questions included whether the day nursery provides care to children other than the children of employees, and the percentage of children enrolled who are children of employees of the workplace. An additional question was also included regarding any differences in the per diems for employees of the workplace.

The French Language sector also added one question to the core set. The postal codes of the children enrolled in the French Language day nurseries were obtained to determine the geographic distribution of those enrolled.

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A kit was developed for the licensed day nurseries and included the following materials:

- A description of the data collection process
- Definition of terms
- A list of the questions that the respondent would be asked during the telephone interview. Included with each question were explanatory notes, special circumstances and/or examples of how to answer the question. A workbook type format was provided for respondents to record their information in preparation for the telephone interview
- An activity checklist. One of the activities included on the list was updating the day nursery's waiting list. Day nurseries were asked to contact families on their waiting list to ensure that they are still in need of a space.

A pre-test was carried out during the middle of March. Three day nurseries were asked to review the kits and to go through the telephone interview with a member of the project staff. To adequately address all aspects of the questionnaire and kit, the day nurseries selected for the pre-test differed in terms of the number of spaces that they provide and/or the ages of the children for whom care is provided. The day nurseries that participated in the pre-test included a day nursery that offers infant spaces, another that provides before and after school care, and the third is a large centre with several staff and a number of additional services.

The pre-test proved to be a valuable exercise. For the most part, the pre-test confirmed that the questions made sense and that the kit was straight forward and user friendly. There were, however, a couple of modifications made to the questionnaire and kit as a result of the pre-test. Additional examples were incorporated into the workbook format to further explain the waiting list and enrolment sections, and questions were added regarding down times and late supervision. The questionnaire and kit were finalized and mailed to all licensed day nurseries during the last week of March.

Community collaboration was evident during the recruitment of the interviewers for the project. A team of eight interviewers was formed including five sub-sector representatives who agreed to conduct interviews within their sub-sectors. The other members of the team included the two project staff and a staff member of a community agency who volunteered to help with the interviews.

The project staff met with the interviewers prior to the snapshot period to familiarize them with the questionnaire and interview process.

During the first week of April, each interviewer contacted the day nurseries that were on their list. The purpose of the phone call was to ensure that the day nursery had received the package, to answer any questions and to schedule a time for the telephone interview during the week of April 11th.

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Most of the telephone interviews were carried out between April 11th and April 15th. In some cases, the interviews were postponed until the week of April 22nd. For the most part, this was due to the respondent not receiving the kit, illness or vacation.

The interviewers returned their completed questionnaires to A.A.T.D. during the week of April 22, 1994.

7.7.0 Data Collection - Home Child Care Agencies

A mail out questionnaire was developed for the licensed home child care agencies that addressed the following areas:

- Number and geographic location of providers, i.e. number of active and inactive homes
- Enrolment by age category
- Waiting list
- Staffing, hours of operation and fee structure
- Additional services

A kit was prepared to accompany the questionnaire and included the following pieces:

- Cover letter that described the process and provided timelines and a contact person that the respondent could call for assistance
- Definition of terms
- Notes regarding waiting lists
- Stamped self-addressed envelope

Initial contact with the home child care agencies occurred during the second week of March. Telephone calls were made to the agencies informing them of the Child Care Community Services Profile and the questionnaire that they would be asked to complete.

Consultation with the representative of Home Child Care Agencies to the Child Care Advisory Committee provided suggestions for changes to the questionnaire. These changes were incorporated into the questionnaire and the kit was finalized. The kits were mailed to the three home child care agencies during the last week of March.³ This allowed one week prior to the snapshot period for the respondents to review the kit. As a follow-up, phone calls were made the first week of April to ensure that the kits were received and to answer questions and address any concerns.

The respondents were asked to complete the questionnaire using their records for the week of April 11th to April 15th and return their completed questionnaire using the stamped self-addressed envelope included in the kit.

7.8.0 Data Collection - Resource Centres

A one page questionnaire was developed for parents, caregivers and professionals who utilized

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resource centres during the period April 11th to April 22nd. The questionnaire was developed to address the following questions:

- Who is using resource centres and what is their relationship to the child or children in their care?
- Where does the individual provide care for the child or children in their care?
- What language does the caregiver prefer to receive service?
- How far are caregivers travelling to use the resource centres?
- What services are they using?

A kit was developed for the resource centres to facilitate the data collection process. The kit included:

- Detailed instructions regarding the data collection process
- An activity checklist which outlined activities that needed to be completed prior to the snapshot period and during the snapshot period
- A newsletter article that resource centres could insert into their newsletters
- Copies of posters for centres that outlined the project and asked for the participation of parents, caregivers and professionals
- Another poster for use during the data collection period to remind parents, caregivers and professionals to complete the questionnaire before leaving
- One copy of the questionnaire for parents, caregivers and professionals was included in the kit.

Project staff had the opportunity to meet with the resource centre sector to distribute the kits and outline the process.

Prior to the snapshot period, centres were asked to indicate the approximate number of questionnaires that would be needed for their centre. The copies were printed and were delivered to the resource centres by the sector representative.

To make parents, caregivers and professionals aware of the Child Care Community Services Profile, centres were also asked to put up posters about the project and include articles in their newsletters.

During the period April 11th to April 22nd, all parents, caregivers and professionals who visited a resource centre and used services or participated in activities were asked to complete a questionnaire before leaving. This included parents, caregivers and professionals who visited resource centres on weekdays, during evenings or any other times to access services or activities.

If a parent, caregiver or professional utilized a resource centre more than once during the snapshot period, the intent was that they would complete a questionnaire each time they visited the centre. However, feedback from resource centre staff indicated that this may not have occurred in all cases.

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At the end of the snapshot period, the questionnaires were collected by the resource centre representative and returned to A.A.T.D. for analysis.

Figure 7.1

Summary of Profile Activities

Fall 1993	Child Care Advisory Committee endorsed the development of a Child Care Community Services Profile
December 1993	Working Group was established Developed workplan Developed definition of terms
January-February 1994	Meetings were held with various sectors re information required from them for the profile Developed survey methodologies for Licensed Day Nurseries, Home Child Care Agencies and Resource Centres Pre-tested questionnaire and kit for Licensed Day Nurseries Consulted with representative of Home Child Care Agencies re questionnaire Attended meeting of Resource Centre Network to distribute kits and review process
March 1994	Revisions made to questionnaires and kits Conducted interviewer training Mailed kits to Licensed Day Nurseries and Home Child Care Agencies
April 1994	Contacted Licensed Day Nurseries to schedule telephone interviews Conducted telephone interviews during week of April 11th Resource Centre survey (April 11-22) Submissions for profile received from sectors
May-June 1994	Coding, data entry and data analysis Report writing

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7.9.0 Data Collection - Children with Special Needs

The Special Needs Working Committee decided that the data from support services (i.e. specialized, segregated, and resource teacher sectors, and the Special Needs Preschoolers Network) be collected via a survey. It was intended that the data provide an overview of the types and intensities of services available to children identified with special needs and their families in the Hamilton-Wentworth child care community.

The committee completed several drafts of the survey, which were then reviewed with staff of selected programs for input. The final draft was circulated to all programs represented in each of the above-named sectors. There was a 100 per cent response rate in the three sectors named above. As the Special Needs Preschoolers Network is comprised of many different services (both providing and receiving support services for children with special needs), more than one service completed the survey. This enabled the survey to also capture limited information regarding the integration of children with special needs from licensed day nurseries and resource centres (from the perspective of a program receiving support services).

Three sections of survey items and corresponding definitions were developed. Section A included service identification (name/location), duration of services, ages served, population served, and criteria for service. Section B asked respondents to indicate for each discipline the full-time equivalent, location where service is provided and the types of services provided by the discipline. The third section asked respondents to comment on the following:

- 1) How has your service changed over the years? Why? (i.e. economic, client, government, philosophical influences).
- 2) Have the needs of your clients changed over the years? How?
- 3) Do you have other comments?

The survey was completed concurrently with other child care sectors during the snapshot week of April 11, 1994.

It is important to note that the committee contacted the programs which indicated they provide services to children 0-18 years of age. These programs were asked to indicate the percentage of time each discipline dedicated to the preschool population. In all cases respondents indicated that 30 per cent of their staff resources were so allocated. The data analysis reflects this calculation.

7.10.0 Confidentiality

Particular attention was paid to the issue of confidentiality throughout all aspects of this project. Specifically, consultation with the local area office of the Ministry of Community and Social Services ensured that the methodologies developed for the profile did not violate protection of privacy and confidentiality of children and their families. As well, agency policies with regard to confidentiality and release of information were closely adhered to and respected.

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A code of confidentiality statement was developed for the purposes of the project. This statement indicated that:

1. All of the information collected will be kept strictly confidential
2. Clients' and/or families' names will not be collected at any time during data collection
3. Information obtained during the data collection period will be used to describe the current range of child care services available and some of the characteristics of clients, and the utilization of child care services. All information will be presented in aggregate format, i.e. all information will be coded and only totals will be presented in the report.

All potential respondents received a copy of the Code of Confidentiality Statement that was signed by a member of the project staff.

7.11.0 Response Rate

A total of 122 licensed day nurseries were contacted to participate in the survey. Overall, 119 licensed day nurseries participated in the telephone survey and the remaining three day nurseries chose not to participate. This represents a 97 per cent response rate.

The following summarizes the response from licensed day nurseries.

Of the 119 who participated in the telephone survey:

- Three day nurseries offer school age programs only during the summer and March break and therefore limited data was available
- One centre was not operational at the time of the survey, but will resume in September 1994
- Due to scheduling difficulties, five telephone surveys were conducted after the snapshot week. However, in most cases, the data collected reflects the snapshot week.

All of the 15 Ministry funded resource centres participated in the survey of parents/caregivers/professionals. Together, these centres collected data from 1,352 parents/caregivers/professionals.

A questionnaire was mailed to the three Home Child Care Agencies. All of these agencies responded to the survey, representing a 100 per cent response rate.

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Endnotes:

1. The Definition of Terms has been incorporated into the Glossary (refer to Appendix I).
 2. Copies of the survey tools can be obtained by contacting A.A.T.D.
 3. The Regional Municipality of Hamilton-Wentworth, Social Services Department ceased the operation of its home child care program on July 31, 1994. Providers and child care spaces have been transferred to another community agency.
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SECTION 8.0

LICENSED DAY NURSERIES

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8.0 Licensed Day Nurseries

8.1.0 Definition of Terms

According to the Day Nurseries Act, a **licensed day nursery** is defined as:

a premises that receives more than five children who are not of common parentage, primarily for the purpose of providing temporary care, or guidance, or both temporary care and guidance, for a continuous period not exceeding 24 hours, where the children are under 18 years of age in the case of a day nursery for children with a developmental handicap, and under ten years of age in all other cases, or under 12 years in special circumstances.

Licensed day nursery may also be known as a child care centre, nursery school, co-operative preschool and school age care.

Staff/child ratio refers to the number of staff required by the Day Nurseries Act for the care and guidance of children enrolled in a day nursery when on the premises and during activities off the premises. The staff/child ratio for the following age groups are:

Infants (under 18 months)	1 staff to 3 children
Toddlers (18 to 30 months)	1 staff to 5 children
Preschoolers (31 to 60 months)	1 staff to 8 children
School Age (6 to 12 years)	1 staff to 15 children ¹

8.2.0 Introduction

In Ontario, two primary forms of licensed child care are available: home child care and group or centre-based child care. Day nurseries originated in Ontario during the late 1800's. The first recorded day care centre, now Victoria Day Care Services, was opened in Toronto in 1890.² The first day nurseries primarily provided care for children whose parents were forced to leave home in order to earn a living. These centres did, however, aim to provide an environment that could foster the social, emotional and educational development of children.³

Interestingly, early day nursery services were offered by volunteer philanthropic women's organizations providing custodial care for children. In many cases, an employment agency which found primarily domestic work for mothers was part of the centre.⁴

During the first World War (1914-1918) there was an increase in the number of day nurseries since many mothers were forced to work outside the home. However, with the passing of the Mother's Allowance Act in 1920 which subsidized mothers who stayed at home with their children, the number of day care centres declined.⁵

In 1926, the Institute of Child Study, opened at the University of Toronto to study the development

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of young children. This led to the opening of a number of half-day nursery programs.⁶

The onset of the second World War prompted another increase in the number of day nurseries as women were recruited to work in industry related to the war. Up to this point, government support was limited. This changed during wartime when in 1942 the federal government authorized the Ministry of Labour to enter into a cost-sharing agreement with any provincial government wanting to establish child care services. The Dominion-Provincial War-time Day Nurseries Agreement was set up to provide care for children whose mothers were needed to work in essential industries. The provincial and federal governments agreed to cost share two-thirds of the operating costs of the day nursery with parents' fees making up the remainder.⁷ Also, at this time, the Institute of Child Study implemented short training courses for day care workers. This again resulted in substantial increases to the number of day nurseries.⁸

As the war ended, the federal government informed the Ontario government that it would end its funding and that child care was a provincial responsibility. The Ontario government had intended to terminate its funding of child care at that time, however, public protests led the government to reconsider its decision.⁹ In 1946 the provincial government passed the Day Nurseries Act which contained provisions for licensing and funding. The Act was limited to programs for children under six years of age until amended in 1951 to include children under seven years and further amended in 1964 to include children under 10 years.¹⁰

Further amendments to the Day Nurseries Act occurred in 1966 and specific aims were formulated for the Day Nurseries Branch. The objectives were to ensure that all children attending day nurseries received the care necessary for their optimum growth and social development; to provide opportunities to compensate for physical, developmental and/or social deficiencies and to achieve physical, developmental and/or social potential; to enable low income persons to work and use the day nurseries services available, and; to enhance child-rearing skills of parents through participation in parent-operated co-operative day nurseries.¹¹

A number of initiatives were carried out during the expansionary period (1971-1975). Among the initiatives was a 10 million dollar provincial program which contributed 100 per cent of capital costs to construct new day care centres, and a 15 million dollar funding program to renovate day nurseries and 80 per cent of the approved operating costs of providing day nursery services to a child whose parent was deemed a person in financial need became available.¹²

Community consultation in the early 1980's resulted in the formulation of day nurseries' standards. These standards were formulated to clarify the intent of existing regulations, update the program in terms of current knowledge of child development and where necessary, raise existing standards.¹³ Among the standards or conditions that programs must satisfy in order to obtain or keep a license relate to the physical environment, nutrition, safety standards and management. Other standards such as staff-child ratios and staff qualifications are thought to promote high quality.¹⁴ In 1984, the Day Nurseries manual was distributed to all licensed day nurseries in the

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province.¹⁵

Within the province of Ontario a total of 26,380 new licensed spaces were created between 1983 and 1989. Of that total, about one-half were created in centres located in schools.¹⁶

According to the 1988 National Child Care Survey, 7.3 per cent of children 0-12 years were enrolled in licensed day nursery programs. The survey discovered that the use of licensed day nurseries varied according to age categories. A small proportion of infants (3.2 per cent) were enrolled in a day nursery. However, more toddlers than infants were in licensed day nurseries (15.3 per cent).¹⁷ Approximately 30 per cent of preschoolers participated in licensed day nursery programs and less than 10 per cent of both the six to nine¹⁸ and 10 to 12 year old age groups were enrolled in licensed day nursery programs.¹⁹

8.3.0 Licensed Day Nurseries in Hamilton-Wentworth

For the purposes of the profile, information gathered for the licensed day nurseries section of the report was collected and has been presented in its entirety rather than in sections. It is important to note that there are two distinct sectors within the licensed day nurseries section; not-for-profit child care and commercial child care, also known as independent operators.

The Ministry of Community and Social Services currently licenses 122 day nurseries in the Hamilton-Wentworth Region. Please refer to Appendix V for a complete listing of the day nurseries.

8.3.1 Not-for-Profit Child Care

Not-for-profit child care is defined as:

"services which are governed by a Board of Directors, usually composed of parents and/or community members and which are legally incorporated under the Corporations Act, the Co-operative Corporations Act or operated by a municipality or Indian Band".²⁰

In Hamilton-Wentworth, 99 day nurseries are non-profit.

8.3.2 Commercial Child Care Centres - Independent Operators

For-profit or commercial child care, also known as independent operators is defined as:

"licensed child care programs which are operated by an individual or a corporation as a business which has the capacity to make a profit."²¹

In Hamilton-Wentworth, of the 122 day nurseries, 23 are commercial child care centres.

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Both the commercial/independent operators and the not-for-profit sector are represented on the A.A.T.D. Child Care Advisory Committee.

An analysis of trends developed by the Social Planning and Research Council of Hamilton and District²² indicates that the number of licensed day nurseries in the Region rose from 105 to 127 between 1987 and 1991. During 1991, 22 per cent of licensed spaces were located in commercial centres, while the remaining 78 per cent were in non-profit centres compared with 19 per cent of licensed spaces in commercial centres and 81 per cent in non-profit centres in 1994.²³

8.3.3 Geographic Distribution

The number of licensed day nurseries located in each municipality is presented in table 8.1.

Table 8.1			
Licensed Day Nurseries by Municipality			
Municipality	Number of Licensed Day Nurseries	Number of Commercial Centres	Number of Non-Profit Centre
Ancaster	12	4	8
Dundas	10	1	9
Flamborough	8	1	7
Glanbrook	1	0	1
Hamilton	82	14	68
Stoney-Creek	9	3	6
Hamilton-Wentworth	122	23	99
Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.			

8.3.4 Licensed Day Nurseries by Program Type

The licensed day nurseries have been categorized according to the following four program types for the purposes of further describing some of the data presented in the profile.

Full-day licensed day nurseries:

are those programs which operate for six or more hours in a period of 24 hours.²⁴ There are 61 full-day programs in the Region.²⁵

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Half-day licensed day nurseries:

are those programs which operate for less than six hours in a period of 24 hours.²⁶ At present, there are 16 half-day programs in the Region.²⁷

Part-time child care:

when a child attends less than the maximum amount of days available through the day nursery. Children who share a space are part-time, i.e. if a child attends two days out of five, the child is part-time.

Co-operative preschools:

are those programs that are governed by a volunteer Board of Directors that are comprised of at least 50 per cent of parents of children that attend the school. Co-ops are owned and operated collectively by the members who equally share in the administrative, financial and service tasks of the corporation. Parents participate in the daily program and are included in the adult-child ratio required by the licence. Co-ops generally provide care to children 2 1/2 to five years of age in half-day sessions. At present there are 22 co-operative preschools in the Region.

School Age Programs:

are those programs which offer child care before and after school or during summer for children six to 12 years of age. Full-day programs may also be licensed to provide child care for school age children. However, for the purposes of the profile, this program type includes those programs licensed for school age children. There are 23 school age programs in the Region.²⁸

8.4.0 Licensed Spaces

Within the Hamilton-Wentworth Region, there is a total of 4,791 licensed spaces.²⁹ Between 1987 and 1991, the number of licensed spaces rose by 53 per cent, from 3,641 to 5,556. However, between 1991 and the present, the number of spaces decreased by 765 spaces or 14 per cent.³⁰

8.4.1 Licensed Spaces by Age Category

When the licensed spaces are broken down by age category, there are:

- 107 infant spaces (under 18 months of age)
- 502 toddler spaces (18 months of age up to and including 30 months of age)
- 3205 preschooler spaces (31 months of age up to and including 5 years of age)
- 973 school age spaces (6 years of age up to and including children who are 12 years of age)

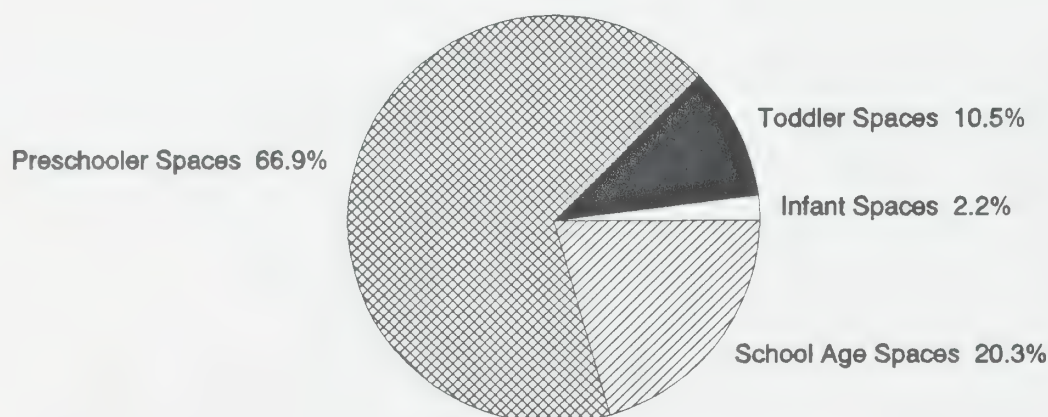
It is important to note that these licensed spaces do not total 4,791 due to alternate licensing. This indicates that an option for modification to the day nursery's license has been approved by the Ministry. An example is a day nursery that is licensed for a total of 32 spaces. The license, according to age group, reads 12 toddlers and 16 preschoolers OR alternately, a maximum of 32 children in any two groupings.

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The following pie graph illustrates the proportion of spaces by age category.

Figure 8.1

Licensed Day Nurseries: Proportion of Spaces by Age Category



- Notes** - Proportions do not take alternate licensing into account. Alternate licensing indicates that an option for modification to the day nursery's license has been approved by the Ministry. An example is a day nursery that is licensed for a total of 32 spaces. The license, according to age group, reads 12 toddlers and 16 preschoolers OR alternately, a maximum of 32 children in any two groupings.
- Source** - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
- A.A.T.D. Telephone survey of licensed day nurseries conducted during April 11 to April 15, 1994.

8.4.2 Geographic Distribution

The number of licensed spaces within each municipality is presented in Table 8.1. Ancaster and Hamilton are the only municipalities in the Region with licensed infant spaces. Dundas, Ancaster, Flamborough, Hamilton and Stoney Creek have licensed toddler, preschooler and school age spaces, whereas Glanbrook has preschooler spaces only. In addition, the table presents the population of 0-5 year olds and the number of licensed spaces per 100 children 0-5 years for each municipality. There are 12.77 licensed infant, toddler and preschooler spaces per 100 population of 0-5 year olds in the Hamilton-Wentworth Region. Across the six municipalities, this rate ranges from a low of 2.25 spaces in Glanbrook and 6.74 spaces in Stoney Creek, to a high

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of 16.04 spaces in Ancaster.

Similarly, the same calculations are presented for the school age population. Overall, there are 2.34 spaces per 100 children 6-12 years in the Region. The rates range from zero school age spaces in Glanbrook and 0.90 spaces in Flamborough to 4.53 spaces in Dundas and 5.37 spaces in Ancaster.

Table 8.2

Number of Licensed Child Care Spaces per 100 Population

Municipality	Infant, Toddler and Preschooler Spaces						School Aged Spaces		
	Pop. 0-5 years	# of Licensed Infant, Toddler & Preschooler Spaces				Licensed Spaces per 100 children 0- 5 years	Pop. 6-12 years	# of Lic. School Aged Spaces	Licensed Spaces per 100 children 6- 12 years
		I	T	P	total				
Ancaster	1,839	16	47	232	295	16.04	2,572	138	5.37
Dundas	1,436	0	10	216	226	15.74	2,096	95	4.53
Flamborough	2,316	0	10	184	194	8.38	3,344	30	0.90
Glanbrook	711	0	0	16	16	2.25	1,069	0	0.00
Hamilton	20,083	91	400	2357	2848	14.18	27,152	656	2.42
Stoney Creek	3,485	0	35	200	235	6.74	5,387	54	1.00
Hamilton- Wentworth	29,870	107	502	3205	3814	12.77	41,620	973	2.34

Note - Licensed spaces does not total 4791 due to alternate licensing. This indicates that an option for modification to the day nursery's license has been approved by the Ministry. An example is a day nursery that is licensed for a total of 32 spaces. The license, according to age group, reads 12 toddlers and 16 preschoolers OR alternately, a maximum of 32 children in any two groupings.

Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
 - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.
 - Regional Municipality of Hamilton-Wentworth, Planning Department, 1991 Historical Planning File, Year End Assessment.

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In addition to the breakdown according to municipality, the number of spaces for each age group is also presented according to postal code area in Table 8.3. The map on page 77 provides the number of day nurseries and number of spaces for each postal code area.

Table 8.3
Licensed Day Nurseries By Postal Code

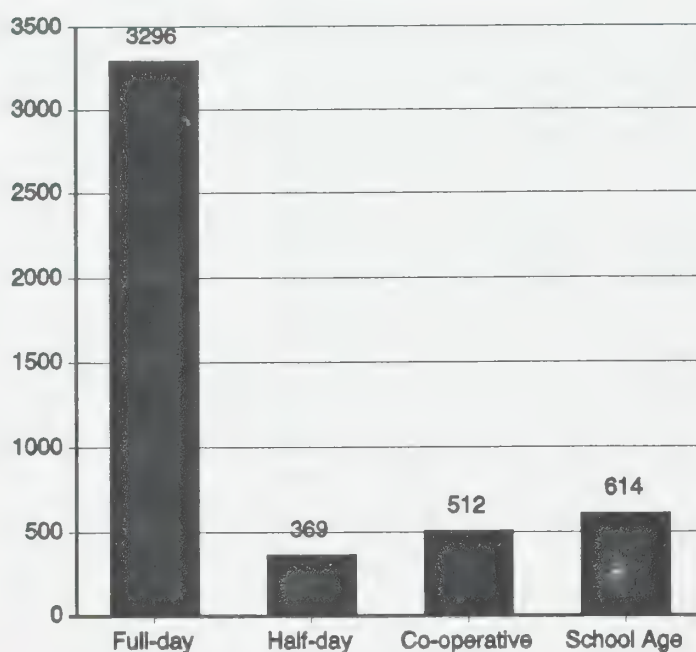
Postal Code Area	Total Centres	Total Licensed Spaces	Infants	Toddlers	Pre-schoolers	School Age
LOR	7	208	0	10	168	30
L8B	1	40	0	0	0	40
L8C	1	40	0	0	0	40
L8E	2	56	0	0	56	0
L8G	3	88	0	10	48	30
L8H	5	172	0	30	127	15
L8J	3	121	0	25	96	0
L8K	8	273	0	25	218	30
L8L	4	116	0	20	96	0
L8M	3	143	0	10	104	29
L8N	5	256	25	40	191	0
L8P	7	219	0	20	160	39
L8R	4	301	10	60	216	15
L8S	6	252	0	35	187	30
L8T	3	71	0	0	47	24
L8V	3	105	10	15	80	0
L8W	1	62	0	0	32	30
L9A	12	450	20	50	236	144
L9B	3	181	10	15	126	30
L9C	16	804	10	65	485	244
L9G	13	480	22	62	284	108
L9H	12	353	0	10	248	95

Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
 - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994

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Figure 8.3

Licensed by Program Type



Note - The number of licensed spaces presented for the school age programs category reflects only the number of spaces in before and after school programs, and summer or March break programs. There are also licensed spaces for school aged children in full-day programs. In total, there are 973 school age spaces in Hamilton-Wentworth

Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
- A.A.T.D. Telephone survey of licensed day nurseries conducted during April 11 to April 15, 1994.

8.5.0 Enrolment

There were a total of 4,832 children enrolled in 115³¹ licensed day nurseries during the week of April 11, 1994. The number of children enrolled exceeds the number of spaces. This occurs because in some cases, one space is being shared by more than one child. For example, one child may be enrolled for Mondays and Wednesdays, and a second child is enrolled for the other three days of the week. These children are enrolled part-time.

The following table provides a breakdown of enrolment according to age category.

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Table 8.4

Licensed Day Nurseries: Children Enroled by Age Category

Age Category	Number Enroled	Number Enroled for Full-Day Program	Number Enroled for Half-Day Program	Number Enroled Part-Time
Infants	67	67	0	6
Toddler	494	375	119	104
Preschooler	3532	2107	1425	1106

Notes - Based on enrolment data collected through 115 day nurseries. Enrolment data not obtained for three day nurseries that chose not to participate, three school age programs that offer child care only during summer and March break and one co-operative that was not operating during the week of April 11-15, 1994 but will reopen in September 1994.

Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

Of the 4,832 children enroled, less than two per cent were infants, 10 per cent were toddlers and 73 per cent were preschoolers. The remaining 15 per cent were school age children.

For the most part, infants enroled in licensed day nurseries are enroled for the full-day program and are enroled for full-time care. Three-quarters of the toddlers enroled participate in a full-day program, and about 80 per cent are enroled full-time. Approximately 60 per cent of preschoolers are enroled in the full-day program and about one-third are enroled part-time. The observed decrease in the proportion of preschoolers enroled full-day as compared to toddlers may be due to the fact that many preschool aged children also attend a kindergarten program.

The following table provides a summary of the school age children enroled in a licensed day nursery. Of the 739 school age children, 85 were enroled for before school care only, 293 were enroled for after school care only and the remaining 361 were enroled for before and after school care.

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Table 8.5

Licensed Day Nurseries: School Age Children Enroled Full- versus Part-time

School Age Child Care	Number Enroled	Number Enroled Full-Time	Number Enroled Part-Time
Before School Only	85	64	21
After School Only	293	199	94
Before and After School	361	298	63
Total School Age	739	561	178
Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.			

Approximately one-half of the school age children enroled in licensed day nurseries participate in before and after school programs. As well, three-quarters of the school age children are enroled full-time.

Thirty-two day nurseries indicated that they could provide child care to school age children on professional development days and another five indicated that child care could be provided if they have enough children who would participate. In total, 853 school age children could be accommodated in licensed day nurseries in this community on a professional development day.

8.5.1 Enrolment by Municipality

Table 8.6 shows the number and proportion of children in each municipality who were enroled in licensed day nurseries as of April 11, 1994. This percentage varied across municipalities. The proportion of infants, toddlers and preschoolers enroled in a licensed day nursery ranged from a low of 6.8 per cent in Glanbrook and 8.3 per cent in Stoney Creek to 21.8 per cent in Dundas. Similarly, the percentage of school age children enroled ranged from less than one per cent in Glanbrook, Flamborough and Stoney Creek to more than five per cent in Ancaster.

It is important to point out that the percentages are approximate since the children may live in a different municipality from the location of the day nursery. For example, a parent living in Glanbrook may have her child enroled in a day nursery near her workplace in the City of Hamilton.

Table 8.6

Licensed Day Nurseries: Enrolment by Municipality

Municipality	Total Licensed Spaces	Number of Children Enrolled					Percentage of Children 0-5 in Licensed Day Nurseries	Percentage of Children 6-12 in Licensed Day Nurseries
		Total Children Enrolled	Infants	Toddlers	Preschoolers	School Age Children		
Ancaster	433	412	8	21	249	134	15.1%	5.2%
Dundas	321	381	n/a	8	305	68	21.8%	3.2%
Flamborough	224	296	n/a	2	284	9	12.4%	0.3%
Glanbrook	16	48	n/a	n/a	48	n/a	6.8%	0.0%
Hamilton	3504	3370	59	431	2387	493	14.3%	1.8%
Stoney Creek	289	325	n/a	31	259	35	8.3%	0.6%
Ham-Went	4787	4832	67	494	3532	739	13.7%	1.8%

Notes - n/a refers to not applicable

- Licensed spaces do not total 4791 due to alternate licensing. This indicates that an option for modification to the day nursery's license has been approved by the Ministry. An example is a day nursery that is licensed for a total of 32 spaces. The license, according to age group, reads 12 toddlers and 16 preschoolers OR alternately, a maximum of 32 children in any two groupings.

- Refer to Table 8.2 for population figures.

- Percentages calculated as follows: Number of infants, toddlers and preschoolers enrolled divided by the population 0-5, multiplied by 100 per cent. Number of school age children enrolled divided by the population 6-12 year olds, multiplied by 100 per cent.

- Ministry of Community and Social Services, Hamilton Area Office, Print-out - Child Care Licensing, March 22, 1994.

- A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.

- Percentages are approximate since child may live in a different municipality from the location of the day nursery.

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8.6.0 New or Additional Children

Eighty-two day nurseries indicated that they could accommodate new or additional children in their day nursery during the week of April 11, 1994. For the purposes of the profile, the numbers reported by the day nurseries reflect full-time equivalent spaces, and are based on the staffing levels within the day nursery at the time of the survey. A total of 632 new or additional children could be accommodated during the snapshot period.

The following table presents a breakdown of vacancies according to age category and provides an analysis of vacancies as a percentage of licensed spaces. It is important to note that the analysis is based on only those day nurseries that participated in the telephone survey and were operating during the week of April 11, 1994. As a result of these criteria, the licensed spaces for these day nurseries have been excluded from the analysis.

NOTE:

The survey data regarding new or additional children should be interpreted with caution due to the following potential for misinterpretation:

- Numbers reported may reflect new or additional full-time equivalent spaces that could be accommodated if the day nursery was operating with a full staff complement as opposed to the current staffing levels.

As a result of this concern, this issue will be further addressed in the upcoming needs assessment to be carried out by the Child Care Advisory Committee.

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Table 8.7

Licensed Day Nurseries: New or Additional Children

Total Number of Licensed Day Nurseries in Hamilton-Wentworth	122
Number of Day Nurseries that chose not to participate in the profile	3
Number of Summer School Age Programs	3
Number of Day Nurseries not operating	1
Number of Licensed Day Nurseries Reflected in Analysis	115
Total Number of licensed spaces in these day nurseries	4512
Infant Spaces	91
Toddler Spaces	477
Preschooler Spaces	3051
School Age Spaces	889
Total Number of Additional Full-Time Children who could be accommodated during the week of April 11, 1994:	632
Additional Infants	14
Additional Toddlers	85
Additional Preschoolers	312
Additional School Age Children	221
Total Number of Additional Full-Time Children as a Percentage of the Licensed Spaces Available in the 115 Day Nurseries:	13.7 %
Additional Infants	15.4 %
Additional Toddlers	17.8 %
Additional Preschoolers	10.2 %
Additional School Age Children	24.9 %
Notes -	<p>The numbers reported reflect full-time equivalent spaces and are based on the staffing levels within the day nursery at the time of the survey.</p> <p>- Percentages calculated as follows: 632 additional children divided by 4512 licensed spaces, multiplied by 100 per cent.</p> <p>- Total number of spaces does not total 4512 due to alternate licensing.</p> <p>- One co-operative preschool was not operating at the time of the telephone survey. Therefore, the licensed spaces within this day nursery are not included in the analysis. It will reopen in September.</p>
Source -	A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

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8.6.1 New or Additional Children by Program Type

The information regarding new or additional children is also presented according to the type of program. The following table presents this breakdown.

Table 8.8					
Licensed Day Nurseries: Additional Children by Program Type					
Program Type	Total Number of Additional Children	Number of Additional Infants	Number of Additional Toddlers	Number of Additional Preschoolers	Number of Additional School Age Children
Full-Day	294	14	61	142	77
Half-Day	85	n/a	8	77	n/a
Co-operative	109	n/a	16	93	n/a
School Age	144	n/a	n/a	n/a	144
Notes	<p>- The numbers reported reflect full-time equivalent spaces and are based on the staffing levels within the day nursery at the time of the survey.³²</p> <p>- n/a refers to information not applicable.</p>				
Source	A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.				

Of the 61 full-day programs, 44 indicated that they could accept new or additional children into their programs during the snapshot week. As well, 10 of the 16 half-day programs, 12 of the 22 co-operative preschools and 16 of the school age programs indicated that they could accept additional children.

8.6.2 New or Additional Children by Municipality

When the number of new or additional children are broken down by municipality, the full-time equivalent spaces range from zero in Glanbrook to 364 in Hamilton. However, when the number of additional children is calculated as a percentage of the licensed spaces, the percentages range from zero in Glanbrook and 11.0 per cent in Hamilton to a high of 24.3 per cent and 26.1 per cent in Ancaster and Dundas respectively. This information is presented in Table 8.9.

Table 8.9

Licensed Day Nurseries: Additional Children by Municipality

Municipality	Total Licensed Spaces	New or Additional Children					Total Additional Children as a % of Licensed Spaces
		Additional Infants	Additional Toddlers	Additional Preschoolers	Additional School Age Children	Total Additional Children	
Ancaster	358	2	7	40	38	87	24.3%
Dundas	321	n/a	2	41	41	84	26.1%
Flamborough	208	n/a	0	39	9	48	23.1%
Glanbrook	16	n/a	n/a	0	n/a	0	0.0%
Hamilton	3320	12	65	177	110	364	11.0%
Stoney Creek	289	n/a	11	15	23	49	17.0%
Hamilton-Wentworth	4512	14	85	312	221	632	14.0%
Notes -	n/a refers to not applicable.						
-	Ancaster, Flamborough and Hamilton total spaces based on day nurseries that participated and were operating at the time of the telephone survey.						
-	The numbers reported reflect full-time equivalent spaces and are based on the staffing levels within the day nursery at the time of the survey. ³³						
Source -	Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.						
-	A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.						

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8.7.0 Waiting Lists

For the purposes of the profile, waiting lists for toddler, preschool and school age spaces refers to those children on the day nursery's list who would access a space if it were made available to them immediately. It is also important to realize that waiting lists do not necessarily capture the total demand for care. For example, families may be discouraged by the length of a waiting list and not place their child on it. Another reason may be if no program in their neighbourhood or municipality serves a particular age group, families have no avenue for expressing their need for care.³⁴ It is also important to note that vacancies often co-exist with waiting lists. Some reasons for this include:

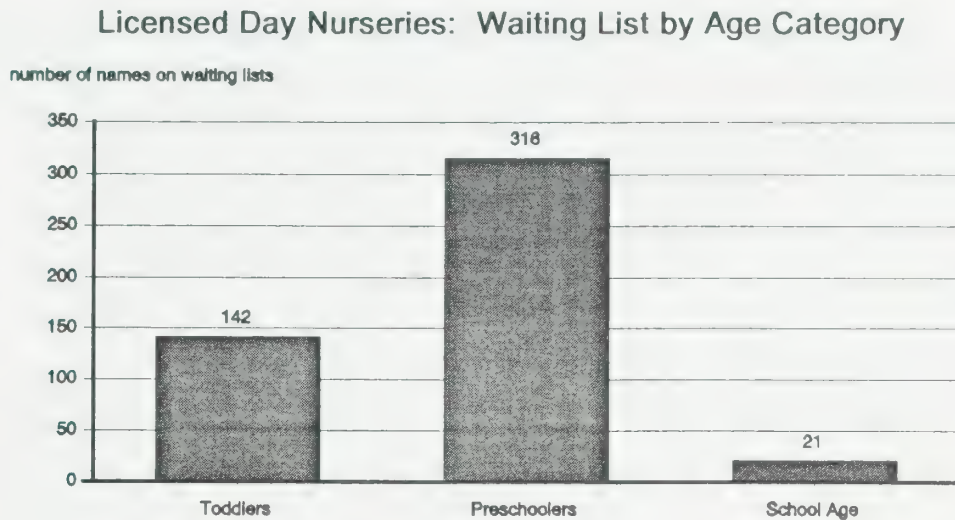
- Vacancies for one age group exist while there are waiting lists for other age groups
- Programs in one neighbourhood may have waiting lists while programs located in another may have vacancies
- A program's physical facility may be licensed for 16, but have a lower operating capacity (the number of children that can be enrolled given the staff complement). One reason for this may be that three children are on a waiting list for a program, but the program cannot afford to add an extra staff person until there are eight. This may be true particularly for infant care. Due to the required high staff:child ratios, infant care is costly to provide.³⁵

Forty day nurseries reported that they have a waiting list for toddler, preschooler or school age spaces. During the week of April 11, 1994 there were 479 names on waiting lists for these three age categories.

The following graph illustrates the number of toddler, preschooler and school age names on waiting lists.

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Figure 8.4



Notes - Reflects the number of toddler, preschooler and school age names on waiting lists.
- Waiting list data for infants is not included in this Figure since infant waiting list data reflects all families on waiting lists.

Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.

A mechanism was implemented to arrive at the number of children who are on more than one waiting list. Agencies provided a combination of initials, date of birth and sex for the children on waiting lists. Two day nurseries were unable to provide the unique identifier as it was felt that it violated their internal confidentiality policies.

However, when double counting was accounted for using the unique identifier it was discovered that there was minimal double-counting. Seventeen children were on two waiting lists and one child was on three waiting lists. As a result, the actual number of children on a waiting list for toddler, preschooler or school age spaces was 460 children.³⁶

In terms of infant spaces, seven day nurseries indicated that they have a waiting list for infant spaces. Unlike the toddler, preschooler and school age waiting lists, all names on waiting lists for infant spaces were counted in the day nursery's response. In addition, the date that the space is required was also obtained to get a sense of how far ahead families have their names on waiting lists for infant spaces.

In total, there were 140 names on waiting lists for infant spaces. Unique identifiers were also obtained for mothers whose names are on waiting lists. Again, there was difficulty obtaining this

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information from two day nurseries due to internal confidentiality policies. However, four families have their names on more than one waiting list.³⁷

Using the week of April 11, 1994 as the baseline, the following table presents the number of months before the infant space is required. Interestingly, approximately one-quarter of the families whose names are on an infant waiting list require the space immediately. Almost one-half of families will require the space in four to six months.

Table 8.10

Licensed Day Nurseries: Time Frame that Family Requires Infant Space

Family requires the infant space IMMEDIATELY	23%
Family requires the infant space in 1 to 3 months	17%
Family requires the infant space in 4 to 6 months	47%
Family requires the infant space in 7 to 9 months	11%
Family requires the infant space in 10 or more months	3%

- Notes - Waiting list data for infant spaces reflects all names on waiting lists, not just those families who require a space immediately.
- This data does not indicate how far in advance families are placing their names on a waiting list(s) for infant child care.
- Due to internal policies, this information was not obtained from two day nurseries.
- Does not total 100% due to rounding.

Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

8.7.1 Waiting Lists by Program Type

The following table provides a breakdown of waiting lists by program type. During the week of April 11, 1994 there were 442 toddlers, preschoolers and school age children's names on a waiting list(s) in day nurseries that offer full-day programs. This represents 92 per cent of the total names on waiting lists for licensed day nurseries.

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Table 8.11

Licensed Day Nurseries: Waiting List by Program Type

Program Type	Number of Infants	Number of Toddlers	Number of Preschoolers	Number of School Age	Total Number Toddlers, Preschools, and School Age Children
Full-Day	140	138	286	18	442
Half-Day	n/a	4	30	n/a	34
Co-operative Preschools	n/a	0	0	n/a	0
School-Age Program	n/a	n/a	n/a	3	3
Totals	140	142	316	21	479

Notes - n/a refers to not applicable.

- Infant numbers reflect all names on the day nurseries' waiting lists, not just those families in immediate need.
- Co-operatives generally follow the closures of the Boards of Education in terms of Summer break. As a result, some schools will not accept new children to the program after the March break. Based on these factors, the profile does not address the number of children on waiting lists as the data would not provide an accurate reflection of waiting lists.

Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

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8.7.2 Waiting List by Municipality

Table 8.12 provides waiting list numbers by municipality. Two municipalities have waiting lists for toddler spaces and four municipalities have a waiting list for preschoolers and school age spaces.

Table 8.12					
Licensed Day Nurseries: Waiting List by Municipality					
Municipality	Infant Waiting List	Toddler Waiting List	Preschool Waiting List	School Age Waiting List	Total Toddler, Preschooler, & School Age Waiting List
Ancaster	0	0	1	1	2
Dundas	n/a	0	3	4	7
Flamborough	n/a	0	0	0	0
Glanbrook	n/a	n/a	0	n/a	0
Hamilton	140	137	266	15	418
Stoney Creek	n/a	5	46	1	52
Hamilton-Wentworth	140	142	316	21	479
<p>Notes - n/a refers to not applicable.</p> <p>- Dundas, Flamborough, Glanbrook and Stoney Creek have no infant spaces.</p> <p>- Glanbrook has no toddler or school age spaces.</p> <p>Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.</p> <p>- A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.</p>					

8.8.0 Staffing

Thirty-one licensed day nurseries reported having at least one full-time administrator on staff, and nine day nurseries report having a part-time administrator. For the purposes of the profile, administrators, or managers, are the staff persons who are primarily responsible for the administration of the day nursery and who are not included in the ratios.

Supervisors are those staff persons who are responsible for the overall program of the day nursery, and are directly in charge of the children and overseeing staff. Supervisors, for the purposes of the profile, are included in the ratios, this may be on a full-time or part-time basis. Fifty-eight day nurseries indicated that they have at least one full-time supervisor on staff and 45 day nurseries have at least one part-time supervisor.

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Early Childhood Educators³⁸ (E.C.E.), refer to the trained staff persons who are responsible for the daily planning and implementation of the program and supervision of the children in their classroom. Sixty-six day nurseries reported that they have at least one full-time E.C.E. on staff. The number of full-time E.C.E.'s on staff ranged from one to 14, with a number of day nurseries reporting four or five full-time E.C.E. staff. In total, day nurseries reported 283 full-time E.C.E. staff employed during the week of April 11, 1994.³⁹ As well, 31 centres reported at least one part-time E.C.E. employed in their day nursery. In total, there were 44 part-time E.C.E.'s employed.⁴⁰ Therefore, in this community there were 327 full- or part-time E.C.E.'s employed in licensed day nurseries.⁴¹

Teacher's aides or assistants provide primary/direct care to the children as well as assistance and support to the classroom. At least one full-time teacher's aide or assistant was reported in 41 day nurseries, with a total of 85 teacher's aides reported. There were also 49 part-time teacher's aides or assistants reported in 41 day nurseries. In total, 134 full- or part-time teacher's aides or assistants were employed by licensed day nurseries in this community during the week of April 11, 1994.⁴²

Other staff employed in licensed day nurseries are summarized as follows:

- Thirty day nurseries have one full-time cook, and 23 centres have one or two part-time cooks
- Three day nurseries employ at least one full-time van driver; four centres employ one part-time van driver
- Few day nurseries employ clerical staff. Six centres employ one or two full-time clerical staff; 15 centres employ part-time clerical staff
- Full-time janitorial staff are employed by nine day nurseries; 29 centres employ part-time janitorial staff⁴³
- Five day nurseries indicated that they employ "floater" staff who provide breaks to program staff
- One centre indicated that 8 to 10 part-time supply staff are employed by their centre to cover off programming time for the E.C.E. staff.

Twenty-one day nurseries indicated that they were not operating with a full staff complement during the week of April 11, 1994. Staff complement refers to the number of staff required to provide care, when the day nursery is operating at maximum capacity as per the licensed capacity. The vacant positions can be summarized as follows:

- 17 full-time E.C.E. positions
- 3 part-time E.C.E. positions
- 9 part-time teacher's aide or assistant positions
- 8 full-time teacher's aide or assistant positions
- 2 full-time resource teachers

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8.9.0 Hours of Operation

In light of the inherent differences between the types of programs in terms of their hours of operation, this data is presented according to program type.

8.9.1 Full-Day Programs

All of the full-day programs operate Monday to Friday. Many of these day nurseries open between 7:00 a.m. and 7:30 a.m., and predominately close at 5:30 p.m. The following table summarizes the hours of operation.

Table 8.13

Licensed Day Nurseries: Hours of Operation for Full-Day Programs

Hours	Number of Full-Day Programs
7:00 a.m. to 5:30 p.m.	15
7:00 a.m. to 6:00 p.m.	15
7:30 a.m. to 5:30 p.m.	12
7:30 a.m. to 6:00 p.m.	4
6:30 a.m. to 5:30 p.m.	3
6:30 a.m. to 6:00 p.m.	2
6:00 a.m. to 6:00 p.m.	1
7:00 a.m. to 5:45 p.m.	1
7:15 a.m. to 5:30 p.m.	1
7:15 a.m. to 5:45 p.m.	1
7:30 a.m. to 5:00 p.m.	1
7:45 a.m. to 5:45 p.m.	1
8:00 a.m. to 4:00 p.m.	1

Notes - Based on data collected from 58 full-day programs.

Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

Down times refer to closures other than statutory holidays, for example, seasonal closures or extra time at Christmas. Eight of the full-day programs have down times. In most cases, the down time involves extra time at Christmas, however, other down times include, additional union negotiated statutory holidays, the month of August or the same down times as the Boards of Education.

8.9.2 Half-Day Programs

For the most part, the half-day programs operate from Monday to Friday. In fact, 12 of the 16

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programs operate five days per week. All of the remaining programs offer their programs four days per week. Twelve of the 16 half-day programs offer both morning and afternoon sessions, three offer morning sessions only and the remaining program offers only an afternoon session. In most cases, the morning programs run from 9:00 a.m. to 11:30 a.m., and the afternoon sessions generally begin at 1:00 p.m. and run to 3:30 p.m.

Eleven of the half-day programs have down times. For the most part the down times include two weeks at Christmas, March break and the summer months.

8.9.3 Co-operative Preschools

Ten of the co-operative preschools operate five days per week, seven operate four days per week, and the remaining five co-ops offer programs three days per week. Approximately one-half (10 co-operatives) offer morning programs only, while the remaining co-operatives offer morning and afternoon sessions.

In most cases, the morning sessions run from 9:00 a.m. to 11:30 a.m. and the afternoon sessions from 1:00 p.m. to 3:30 p.m.

All of the co-operatives have down times which include two weeks at Christmas, the week of March break and the months of July and August. In general, co-op's follow the closures of the Board of Education in their area.

8.9.4 School Age Programs

Twenty of the 23 school age programs offer before and after school child care from Monday to Friday. In all cases, the before school programs run from 7:30 a.m. to between 8:30 a.m. and 9:00 a.m. The after school programs begin between 3:00 p.m. and 3:45 p.m. and all programs run until 6:00 p.m. These programs do not operate during the summer months, however, the remaining three school age programs in the Region offer programming during the summer and during March break.

8.10.0 Fee Structure

Paying the costs of child care is primarily the responsibility of parents in Ontario. A subsidy is provided only if financial need is demonstrated and if a subsidy program is available locally. A detailed section on subsidy is found on page 14.

Variations in the cost of care depend on the service offered and the age of the child. Infant care costs more than care for toddlers which in turn is more expensive than care for preschoolers because more staff time is required with younger children. School age child care is least costly to operate due to the staff-child ratios are higher (i.e. one staff to 15 children) and school age children are in child care programs for only part of the day.⁴⁴

The following table indicates the average per diem rates according to program type and age

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category. It also lists the full- and part-time per diem rates for each age group.

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Table 8.14

Licensed Day Nurseries: Average Per Diem Rates by Program Type

Full-Day Licensed Day Nursery	Average Full-Time	Full-Time Range	Average Part-Time	Part-Time Range
Infant Space	\$40.18	\$37.00-\$44.44	\$41.56	\$39.00-\$47.50
Toddler Space	\$30.71	\$25.00-\$41.50	\$31.44	\$25.00-\$41.50
Preschooler Space	\$24.15	\$21.00-\$32.00	\$24.52	\$21.00-\$35.00
Before School Only	\$ 5.35	\$ 3.00-\$ 7.50	\$ 5.35	\$ 3.00-\$ 7.50
After School Only	\$ 7.40	\$ 5.40-\$10.00	\$ 7.40	\$ 5.40-\$10.00
Before & After School	\$11.32	\$ 8.40-\$17.50	\$11.32	\$ 8.40-\$17.50
Half-Day Licensed Day Nursery				
Toddler Space	n/a	n/a	n/a	n/a
Preschooler Space	\$10.18	n/a	\$11.50	n/a
Cooperative Day Nursery				
Toddler Space	\$ 5.65	\$5.00-\$6.50	\$ 5.76	\$5.00-\$6.50
Preschooler Space	\$ 5.15	\$4.16-\$7.50	\$ 5.25	\$4.16-\$7.50
School Age Program				
Before School Only	\$ 5.30	n/a	\$ 5.30	n/a
After School Only	\$ 8.50	n/a	\$ 8.50	n/a
Before & After School	\$11.70	n/a	\$11.70	n/a

- Notes - n/a refers to information not available or not applicable.
- Per diems reflect rates for fee paying parents.
 - Reference to part-time in the full day category refers to children who attend a full day licensed day nursery on a part-time basis, i.e. two full days per week.
 - Calculations do not include segregated day nurseries and specialized programs.
 - Per diems for co-operative day nurseries were calculated without the fundraising factor, and were averaged by days of care each month divided by the monthly fee charged. All co-operative day nurseries require fundraising participation as part of membership and this deficit is not factored into the per diem.
 - Toddler per diem information not presented for half-day licensed day nurseries for confidentiality reasons, i.e. one half-day licensed day nursery provided these per diem rates.

Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

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Late supervision is the term assigned when a child is not picked up by the official closure of operations. Generally, licensed day nurseries charge an additional fee to the parent when this type of situation arises. Some examples of the fee structures established in day nurseries for this service include one dollar for every minute the parent is late, or a set fee ranging from five to ten dollars for every 15 minute block past the closing time. In most cases, this fee goes directly to the staff person who remains with the child. Other day nurseries have alternate arrangements, for example, half the fee goes to the staff person and half to the staff fund.

8.11.0 Additional Services

There are a number of additional services that licensed day nurseries provide to families. The following table lists a number of services and indicates whether or not there is an additional cost to parents for the service.

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Table 8.15

Licensed Day Nurseries: Additional Services

Additional Service	Number of Licensed Day Nurseries Providing Service	Number of Day Nurseries that Charge Additional Cost to Parent
Vehicular Transportation <i>Refers to day nursery owned and/or operated van or bus, or purchase of service of taxi, bus or van, does not refer to transportation provided through the school board.</i>	14	6
Other Transportation Services <i>Includes a service where a child or group of children is escorted from the day nursery to a school that is located off site from the day nursery.</i>	14	2
Parent Meetings <i>Sessions held for/with parents regarding issues of general interest.</i>	92	0
Membership Meetings	31	0
Newsletter	102	0
Parent Education/Support <i>A regularly scheduled group oriented to provide information and supports regarding a range of parenting/home management issues (may be a component of subsidy e.g. a therapeutic referral).</i>	52	1
Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.		

Approximately 85 per cent of licensed day nurseries provide a newsletter to families at no additional cost. Three-quarters of the day nurseries hold parent meetings regarding issues of general interest and 43 per cent provide parent education and support groups to provide information regarding a range of parenting and home management issues.

Vehicular transportation is provided by 14 licensed day nurseries. Six of these day nurseries charge an additional fee to parents for this service. Other transportation services including

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escorting children from the day nursery to school is provided by 14 day nurseries. In most cases, there is no additional charge to families for this service.

There are other services provided to families by individual day nurseries including the following.

Table 8.16

Licensed Day Nurseries: Other Services Provided

- | | |
|---|---|
| <ul style="list-style-type: none"> • Cloth diaper service • Physical education program/gym and swim/swimming lessons • French/Bilingual component • Hands-on life skills/Child care classroom experience for high school credit • Brokerage/referral service as part of a multi-service agency • Music program • Community outreach • Clinical consultations • Intergenerational program | <ul style="list-style-type: none"> • Case management for families • Three meals per day • Parent resource print library • STEP program • Thrift store • Supervised access • Parent Advisory Committee • Individual counselling • Toy lending library • Clothing exchange • Access to specialized equipment • On-site therapy consultation |
|---|---|

Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.

Endnotes:

1. Hamilton-Wentworth Preschool Services - Prevention Planning Initiative, June 1992, Appendix D: Glossary.
2. Ministry of Community and Social Services, Day Nurseries Manual, Section PD-0101-04. p.1 of 8.
3. The Child, Youth and Family Policy Research Centre, The State of the Child in Ontario, p.49.
4. Ministry of Community and Social Services, Day Nurseries Manual, Section PD-0101-04. p. 1 of 8.
5. Ibid.
6. Ministry of Community and Social Services, Day Nurseries Manual, Section PD 0101-04, p.2 of 8.
7. State of the Child in Ontario, p. 49.

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8. Ministry of Community and Social Services, Day Nurseries Manual, Section PD 0101-04, p.2 of 8.
9. Ibid.
10. Ministry of Community and Social Services, Day Nurseries Manual, Section PD-0101-04. p.2.
11. Ibid, p.4.
12. Ibid, p.5
13. Ibid, p.8
14. The State of the Child in Ontario, p. 51
15. Ministry of Community and Social Services, Day Nurseries Manual, Section PD-0101-04, p. 8 of 8.
16. The State of the Child in Ontario, p.48.
17. Statistics Canada. Canadian National Child Care Study: Where are the Children?: An overview of child care arrangements in Canada, Ottawa, March 1993, Catalogue 89-527E, p. 13.
18. Ibid, p. 61.
19. Ibid, p.68.
20. According to the Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
21. Special Needs Preschoolers Network, Presentation to the Child Care Advisory Committee, Glossary of Terms. January 19, 1994.
22. Social Planning and Research Council of Hamilton and District, Child Care Advisory Committee, An Analysis of Child Care Needs In Hamilton-Wentworth. Hamilton, July 14, 1992. p. 3.
23. Analysis reflects the number of commercial and non-profit day nurseries according to Ministry of Community and Social Services, Hamilton Area Office, Print out dated March 22, 1994.
24. Ministry of Community and Social Services. Day Nurseries Manual, Glossary, December 1984.
25. Ministry of Community and Social Services, Hamilton Area Office, Print-out - Child Care Licensing, March 22, 1994.
26. Ministry of Community and Social Services, Day Nurseries Act, Glossary, December 1984.
27. Ministry of Community and Social Services, Hamilton Area Office, Print-out - Child Care Licensing, March 22, 1994.

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28. Ibid.
29. Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994, and A.A.T.D. Telephone survey of licensed day nurseries conducted during April 11 to April 15, 1994.
30. Social Planning and Research Council of Hamilton and District, Child Care Advisory Committee, An Analysis of Child Care Needs In Hamilton-Wentworth. Hamilton, July 14, 1992. p. 3.
31. Enrolment data not obtained for three day nurseries that chose not to participate, three school age programs that offer child care only during summer and March break, and one co-operative preschool that was not operating during the week of April 11-15, 1994 but will reopen in September 1994.
32. NOTE: The survey data regarding new or additional children should be interpreted with caution due to the following potential for misinterpretation: Numbers reported may reflect new or additional full-time equivalent spaces that could be accommodated if the day nursery was operating with a full staff complement as opposed to the current staffing levels. As a result of this concern, this issue will be further addressed in the upcoming needs assessment to be carried out by the Child Care Advisory Committee.
33. Ibid.
34. McMichael, Jane. Niagara Child Care Profile. Thorold. December 1991. p.44.
35. Ibid.
36. It is important to note that the combination of initials, birthdate and sex was not reported for 118 children. Therefore, it is possible that other instances of double-counting have gone undetected.
37. It is important to note that the combination of initials and birthdate was not reported for 80 mothers. Therefore, it is possible that other instances of double-counting across infant waiting lists have gone undetected.
38. Includes equivalent or otherwise approved program staff as per the Day Nurseries Act.
39. Based on the number of E.C.E. staff in 115 licensed day nurseries. Does not include the three day nurseries that chose not to participate, the three school age programs that operate in the summer and March break only, and day nursery that was not operating at the time of the telephone survey but will re-open in September 1994.
40. Ibid.
41. Ibid.
42. Based on the number of teacher's aides or assistants in 116 licensed day nurseries. Does not include the three day nurseries that chose not to participate, the three school age programs that

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operate in the summer and March break only and one day nursery that was not operating at the time of the telephone survey but will re-open in September 1994.

- 43. Part-time janitorial staff includes purchase of service contracts with cleaning/janitorial services.
- 44. The State of the Child in Ontario. p. 58.

SECTION 9.0

CO-OPERATIVE PRESCHOOLS

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9.0 CO-OPERATIVE PRESCHOOLS

9.1.0 Definition

A Co-operative Preschool can be defined as:

a licensed preschool established by a volunteer Board of Directors that is comprised by at least 50 per cent of parents of children that attend the school. Co-ops are owned and operated collectively by the members who equally share in the administrative, financial and service tasks of the corporation. Parents participate in the daily program and are included in the adult-child ratio required by the licence. Co-ops generally provide care to children 2 1/2 to five years in half day sessions.

9.2.0 Introduction

A co-operative preschool is formed by a group of parents who organize to provide their children with a quality preschool experience. It is administered and maintained by the parents on a non-profit, non-sectarian basis. Under the guidance of a qualified teacher, the parents assist in the classroom and participate in all aspects of the children's activities. The parent education program carried on throughout the year is an original feature of the co-operative preschool. Parents, children, and their teachers all share in the learning experience.

Parents generally choose co-operatives because they want to play an active role in their children's school experiences. They turn to a co-operative because of the belief that for children to function at their best, the parent, the school and the teacher must have a good working relationship. In order for this relationship to flourish, the parents must understand and support the goals of the co-operative. A co-op program can be tailored to meet the needs of member families, e.g. full day care, school-age programs. Here parents are genuinely, not peripherally, involved with their children's education.

The parent's motivation, commitment and involvement to the school is crucial. The professional staff and Board of Directors provide leadership but take their direction from the parents. Parent co-operatives adapt very quickly to new parent input or any change in their requirements due to their simple, flexible structure.

There are many issues, novel situations and no ready-made solutions. Co-operatives may experience difficulty with the consistency of child and parent expectations, the method of handling children and the variety of experiences. Parents often have differing values, abilities and attitudes. However, every co-operative finds its own solutions. The identification of problems and the desire to find solutions teaches parents (and teachers) more about their children, their needs, their education and their own qualities as people.

Membership in a co-op can be "participating" or "non-participating". Both classes of membership

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participate in the administration of the school, however, participating members also assist the teacher in the classroom with the curriculum she/he has planned.

The uniqueness of co-ops also exposes them to some vulnerabilities. The Board of Directors is a working board in the true sense of the word. Volunteers are responsible for all aspects of a thriving corporation. These tasks include all administrative, fiscal, legal, stewardship, policy-making and program requirements, not to mention meeting the reporting requirements of various governmental agencies that keep a corporation in good standing. Each new election at an annual general meeting brings new skills and interests to the organization along with the need to train the new board to assume the many jobs identified within the co-op. It is a challenge to search out members who have the necessary business skills and who are willing to volunteer the many hours required to accomplish this work. The annual change in leadership within a co-op requires exceptional team building skills on the part of paid staff.

Working conditions for staff in a co-op are dependent on how well the Board does its job. The teaching staff often provide the continuity for board members and are instrumental in maintaining the well being of the school's identity in the community.

9.3.0 Co-operative Preschools in Hamilton-Wentworth

Presently, the Ministry of Community and Social Services licenses 22 co-operative preschools in the Hamilton-Wentworth Region. A complete listing of the co-operative preschool programs in the Region are provided in Appendix V. The following table presents the number of co-operative preschools by municipality:

Table 9.1

Co-operative Preschools: Municipality

Municipality	Number of co-operative preschools
Ancaster	3
Dundas	3
Flamborough	4
Glanbrook	1
Hamilton	10
Stoney Creek	1
Total	22

Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.

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Together, the 22 co-operative nursery schools are licensed for a total of 512 spaces. It is important to understand that nine co-operative preschools have alternate licensing arrangements. This indicates that an option for modification to the co-operative's license has been approved by the Ministry. An example is a co-op that is licensed for 16 preschoolers OR alternately 12 toddlers. The following table presents the licensed spaces according to age category.

Table 9.2

Co-operative Preschools: Licensed Spaces by Age Category

Age Category	Number of Spaces
Infants	0
Toddlers	12
Preschoolers	496
School Age	0

Note - Does not reflect alternate licensing arrangements.
- Due to alternate licensing the total number of spaces does not total 512.

Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
- A.A.T.D. telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.

9.3.1 Co-operative Preschools: Enrolment

It is important to note that although there are 512 spaces, there were a total of 845 children enrolled in co-operative preschools during the snapshot week. This occurs because, in some cases, one space is being shared by more than one child. The following table provides a breakdown of enrolment according to age category.

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Table 9.3

Co-operative Preschools: Children Enroled by Age Category

Age Category	Number Enroled	Number Enroled Part-Time
Infants	n/a	n/a
Toddler	109	27
Preschoolers	736	267
School Age	0	0
Total	845	294
<p>Note - n/a refers to not applicable.</p> <p>- Enrolment reflects data collected from 21 co-operative preschools. One co-op was not operating during the week of April 11, 1994, but will reopen in September 1994.</p> <p>Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.</p>		

Of the 845 children enroled in the co-operative preschools¹, 87 per cent are preschoolers and 13 per cent are toddlers. It appears that a large number of toddlers are occupying a relatively small number of licensed spaces (109 toddlers enroled in 12 licensed spaces). To clarify, alternate licensing arrangements exist for nine co-ops. This means that the day nursery license provides the co-op with an option for modification, for example, licensed for 32 preschoolers OR 24 toddlers. As well, a program licensed for 12 toddlers may operate a morning and an afternoon program each with 12 toddlers resulting in a total of 24 toddlers enroled.

Most of the children are enroled full-time, however, many co-operatives offer parents the opportunity to enrol their child for one, two or more days per week. This flexibility within the co-op sector provides programs to meet the needs of parents and children in the community.

9.3.2 New or Additional Children

Twelve of the co-operative preschools indicated that they could accommodate new or additional children in their preschool during the week of April 11, 1994. For the purposes of the profile, the numbers reported reflect full-time equivalent spaces, and are based on the staffing levels within the preschool at the time of the survey. A total of 109 children could be accommodated in these preschools during the snapshot period. Of these 109 children, 16 additional toddlers and 93 additional preschoolers could be accommodated.²

9.3.3 Waiting Lists

For the purposes of the profile, waiting list refers to those children on the day nursery's list who

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would access a space if it were made available to them immediately.

However, it is important to note that co-operatives generally follow the closures of the Boards of Education in terms of a summer break. As a result some schools will not accept new members to the program after the spring March break as they will be closing soon for the summer. Therefore, children on waiting lists would not be enrolled should a space be made available. Most co-operatives keep a waiting list for parents wishing to enrol for the following September start-up.

Based on these factors, the profile does not address the number of children on waiting lists as the data would not provide an accurate reflection of waiting lists.

9.3.4 Staffing

The licensed capacity of a day nursery relates to the teacher child ratio set by the Ministry of Community and Social Services. In half-day co-ops, two volunteer duty parents take the place of one teacher. However, a minimum of one qualified program staff is required to be on the premises at any given time in co-op programs. Many co-ops will set their capacity at a lower rate and thereby reduce the teacher child ratio in order to provide an enhanced program for the children.

9.3.5 Hours of Operation

Hours of operation in a co-op vary and are suited to the members needs. As previously stated, schools often follow the closures of the various Boards of Education for winter, spring and summer breaks. As a result some schools will not accept new members to the program after the spring March break as they will be closing soon for the summer. However, most schools do keep a waiting list for parents wishing to enrol for the following September start-up.

According to the telephone survey conducted during the week of April 11, 1994³, ten of the co-operative preschools operate five days per week, seven operate four days per week, and the remaining five co-ops offer programs three days per week. Approximately one-half, or 10 co-ops, offer morning programs only, while the remaining twelve co-ops offer morning and afternoon sessions. In most cases, the morning sessions run from 9:00 a.m. to 11:30 a.m. and the afternoon sessions from 1:00 p.m. to 3:30 p.m.

9.3.6 Fee Structure

The fee structure in a co-op varies and most schools rely on fundraising to make up any deficit. The base philosophy is to keep services affordable. This is done by reducing overhead costs through members who perform tasks where other corporations would have paid staff. As fundraising provides a way for fees to remain affordable this activity is an important part of member responsibility. Co-ops again demonstrate their flexibility by offering members the choice of participating in the various fundraising activities or of making a cash donation to the school to offset their share in the fundraising goal.

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The following table indicates the average per diem rates for the co-operative preschools. It also lists the full- and part-time per diem rates for each age group.

Table 9.4				
Co-operative Preschools: Average Per Diem Rates				
	Average Full-time	Full-Time Range	Average Part-time	Part-time Range
Toddler space	\$5.65	\$5.00 - \$6.50	\$5.76	\$5.00 - \$6.50
Preschoolers space	\$5.15	\$4.16 - \$7.50	\$5.25	\$4.16 - \$7.50
<p>Notes - Reflects data collected from 21 co-ops. One co-op was closed during the week of April 11, 1994 but will reopen in September 1994.</p> <p>- Per diems were calculated without the fundraising factor, and were averaged by days of care per month divided by the monthly fee charged.</p> <p>Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11, to April 15, 1994.</p>				

9.3.7 Additional Services

Some of the additional services provided by co-operative preschools in the community include:

- vehicular transportation is provided by one co-op, with no additional cost to families for this service
- parent meetings are held by 18 co-ops and membership meetings are hosted by 20 co-ops
- eighteen co-ops produce newsletters for the families utilizing the program
- parent education and support is offered by six co-ops

9.3.8 Hamilton & District Council of Co-operative Preschools Corp.

The Hamilton & District Council of Co-operative Preschools Corp. originated in 1962 when four mountain co-op preschools met to share experiences, program ideas, fundraising strategies, and to solve common problems in areas of administration.

The Co-op Council is a non-profit advisory board (not a governing board) to its member schools. There are 35 co-operative preschools which are member schools, 22 of which are within the boundaries of the Regional Municipality of Hamilton-Wentworth. These co-ops service 1,500 families. Council's Board members are recruited from within member co-ops as well as from the community. Council is linked to a provincial network, the Organization for Parent Participation in Child Care and Education Ontario (O.P.P.C.E.O.), whose members then link nationally through Parent Co-operative Preschool International which are all non-profit, non-sectarian advisory boards dedicated to the dual role of quality early childhood education and parent education.

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Council provides programs designed for the enrichment and stimulation of parents, teachers and children; assistance in solving common problems in areas of administration, finance, programming, board/staff relations, referral service, group insurance, co-op school directory, newsletter, salary guide, communiques, and P.D. days for E.C.E. professionals.

Council also administers an Integration Program which provides Resource Teachers for children with special needs enroled in co-op schools as well as a Resource Centre for E.C.E. professionals.

Endnotes:

1. Enrolment reflects data collected from 21 co-operative preschools. One co-op was not operating during the week of April 11, 1994, but will reopen in September 1994.
 2. Note: The survey data regarding new or additional children should be interpreted with caution due to the following potential misinterpretations: Numbers reported may reflect new or additional full-time equivalent spaces that could be accommodated if the day nursery was operating with a full staff complement as opposed to the current staffing levels. As a result of this concern, this issue will be further addressed in the upcoming needs assessment to be carried out by the Child Care Advisory Committee.
 3. Ibid.
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SECTION 10.0

FRENCH LANGUAGE SERVICES

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10.0 FRENCH LANGUAGE SERVICES

10.1.0 Introduction

The Ontario Child Care Management Framework indicates that the Ministry will continue to develop its ability to serve the francophone community and develop francophone child care services.¹

Le Réseau ontarien des services de garde francophone was initially established in June 1988 by a group of francophone individuals who were interested in promoting French Language child care in the province. This group achieved this objective with support from the Association of French Canadians of Ontario and became a non-profit, incorporated organization later that same year. Le Réseau has representatives from various regions across the province on its Board of Directors.

The primary goal of Le Réseau is to ensure a complete range of services for French Language child care in Ontario.² Le Réseau is committed to supporting, co-ordinating and representing the interests of francophone child care centres throughout the province.

Le Réseau francoontarien des services de garde francophones will be funded for 1992-93 to provide community development support. Le Réseau will link with Area Offices to further support the development of francophone services in the community.

The Child Care Management Plan developed by the local area office cites francophone services as a goal.³ Locally, the goals are:

- to continue to provide supports for culturally appropriate services to First Nations and Francophone communities
- to encourage the development of services which reflect and are responsible to the needs of the francophone community.

The activities developed to support these goals include:

- Hamilton, Welland and Port Colborne are designated areas for French Language services within the Hamilton Area. The French Language Services Act in Ontario came into effect in November 1989. The Act provides for the delivery of provincial government services in French to areas across the province that qualify. To qualify, francophones must form 10 per cent of the local population or it must be an urban centre where francophones number 5,000 or more. According to the 1991 census, there were 9,925 francophones in Hamilton-Wentworth. The Hamilton Area Office will continue to provide licensing and program support in the French Language
- The Hamilton Area Office will work in partnership with the francophone communities and planning bodies to identify child care needs and the further development of services

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- The Hamilton Area Office has contracted with le Réseau to establish an Area-wide francophone planning body for child care which will send representatives to the appropriate child care planning bodies.

10.2.0 French Language Day Nurseries in Hamilton-Wentworth

Presently, there are two French Language day nurseries in the Region, both of which offer full-day child care:

- La Garderie Francaise de Hamilton Co-op Inc.
- La Garderie le Petit Navire de Hamilton Inc.

Both of these day nurseries operate out of the French elementary schools, Ecole Monseigneur-de-Laval and Ecole Notre Dame, respectively. Together, the French Language centres are licensed for a total of 109 spaces. The following table presents the licensed spaces according to age category.

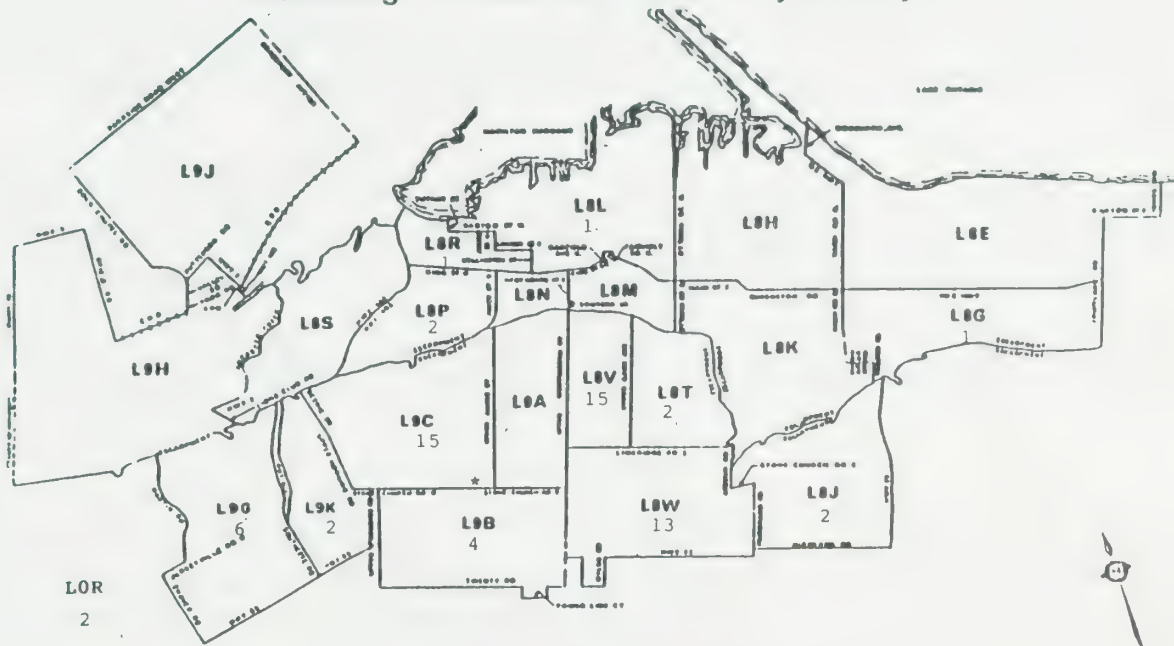
Table 10.1	
French Language Day Nurseries: Licensed Spaces by Age Category	
Age Category	Number of Spaces
Infants	0
Toddlers	0
Preschoolers	64
School Age	45
Source -	Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
-	A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

10.2.1 Enrolment

There were a total of 102 children enrolled in the French Language day nurseries during the snapshot week. Figures 10.1a and 10.1b provide the geographic location of the French Language day nurseries and also the geographic location by postal code area of the children enrolled in these centres.

Figure 10.1a

Children Enroled in French Language Day Nurseries
According to Postal Code Area - Day Nursery A



HAMILTON, ONTARIO

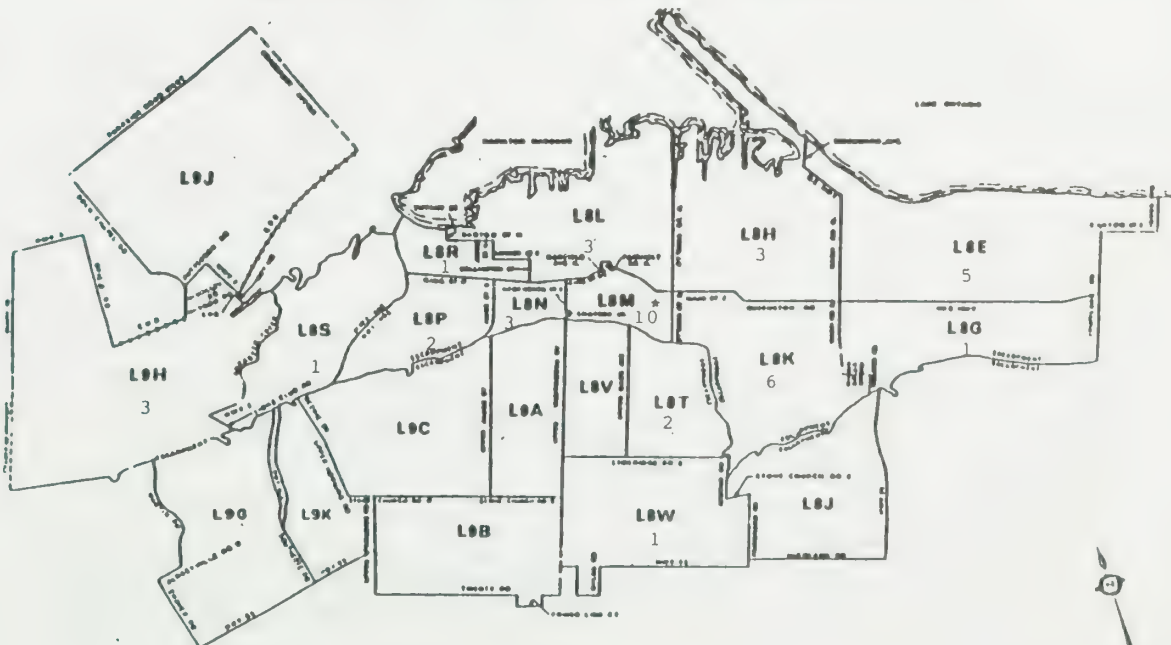
Delivery area and forward sortation areas
Secteur de distribution et régions de tri d'acheminement

LEGEND

* Location of Day Nursery

Figure 10.1b

Children Enroled in French Language Day Nurseries
According to Postal Code Area - Day Nursery B



HAMILTON, ONTARIO

Delivery area and forward sortation areas
Secteur de distribution et régions de tri d'acheminement

LEGEND

* Location of Day Nursery

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For the most part, the children enrolled in the French day nursery which is located on the west mountain live above the escarpment with about one-quarter living within the same postal code area. There are, however, children enrolled who live east of Upper Wentworth or outside the City of Hamilton.

A similar observation is noted regarding the French day nursery located below the escarpment. For the most part, the children enrolled live below the mountain with children living in the same postal code area. The remaining children are fairly evenly distributed below the escarpment.

The following table provides a breakdown of enrolment according to age category.

<p style="text-align: center;">Table 10.2</p> <p style="text-align: center;">French Language Day Nurseries: Children Enrolled by Age Category</p>				
Age Category	Number Enrolled	Number Enrolled for Full-Day Program	Number Enrolled for Half-Day Program	Number Enrolled Part-Time
Infants	n/a	n/a	n/a	n/a
Toddler	n/a	n/a	n/a	n/a
Preschoolers	74	64	10	3
School Age	28	n/a	n/a	5
<p>Source - n/a refers to not applicable.</p> <p>- A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.</p>				

Of the 102 children enrolled in the French Language day nurseries, 74 are preschoolers, most of whom participate in the full-day program and attend full-time. Of the 28 school age children, three are enrolled for before school care only, 15 for after school care only, and the remaining 10 are enrolled for before and after school care. For the most part, the school age children are enrolled for full-time care.

Both of the French Language day nurseries provide child care to school age children on professional development days. In total, 30 school age children can be accommodated by these two day nurseries on a professional development day.

10.2.2 New or Additional Children

Both of the French Language day nurseries indicated that they could accommodate new or additional children in their day nursery during the week of April 11, 1994. For the purposes of the profile, the numbers reported reflect full-time equivalent spaces, and are based on the staffing

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levels within the day nursery at the time of the survey. A total of 39 children could be accommodated in these two day nurseries during the snapshot period. Of these 39 children, 13 additional preschoolers and 26 school age children could be accommodated in these centres.⁴

10.2.3 Waiting Lists

For the purposes of the profile, waiting list referred to those children on the day nursery's list who would access a space immediately if it were made available to them immediately. One of the French Language day nurseries reported that they have a waiting list for both preschooler and school age spaces. During the week of April 11, 1994 there were 26 names on this centre's waiting list. Eighteen names on the waiting list were for preschooler spaces and eight names were for school age spaces.

10.2.4 Staffing

Both of the French Language day nurseries indicated that they were operating with a full staff complement during the week of April 11, 1994. Staff complement refers to the number of staff required to provide care, when the day nursery is operating at maximum capacity as per the licensed capacity.

As well, similar staffing arrangements exist in the French Language day nurseries. Both of the day nurseries employ one full-time supervisor who plans and directs the program and is in charge of children and overseeing staff. For the purposes of the profile, supervisors are included in the ratios; this may be on a full-time or part-time basis.

In terms of Early Childhood Educators⁵ (E.C.E.), staff who are trained and responsible for the programming and supervision of the classroom, one of the day nurseries employs two E.C.E.'s and the other employs three E.C.E.'s. Together these centres employ five full-time E.C.E.'s. as reported during the week of April 11, 1994.

Teacher's aides or assistants provide primary/direct care to the children as well as assistance and support to the classroom. Both centres employ two full-time teacher's aides or assistants as indicated for the week of April 11, 1994.

Other staff employed in these French Language day nurseries include:

- Both centres employ one full-time cook
- Both centres employ one part-time clerical staff person.

10.2.5 Hours of Operation

The hours of operation for the French Language day nurseries are the same. Both centres operate from Monday to Friday from 7:00 to 5:30 p.m. Neither of these day nurseries have down times, i.e. closures other than statutory holidays.

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10.2.6 Fee Structure

The following table indicates the average per diem rates for the French Language day nurseries. It also lists the full- and part-time per diem rates for each age group.

Table 10.3		
French Language Day Nurseries: Average Per Diem Rates		
	Average Full-time	Average Part-time
Infant space	n/a	n/a
Toddler space	n/a	n/a
Preschooler space	\$24.00	\$26.50
Before school only	\$ 7.00	\$ 7.00
After school only	\$ 7.00	\$ 7.00
Before and after school	\$11.00	\$11.00
Notes - n/a refers to not applicable. - Per diems reflect rates for fee paying parents.		
Source - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.		

10.2.7 Additional Services

In addition to the child care component, these day nurseries host membership meetings for families. As well, collaboration between the two day nurseries takes place, for example, organizing joint outings and activities.

10.3.0 Issues

The French Language sector identified the following issues related to the provision of French Language child care.

- availability of francophone staff.
- availability of french resources such as materials and books for staff, books for children, bulletin board aids, songs, to name a few.
- opportunities for professional development for staff and Boards of Directors.

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Endnotes:

1. Ministry of Community and Social Services, Ontario Child Care Management Framework: Planning Guidelines, p.9.
 2. Réseau ontarien des services de garde francophones brochure.
 3. Ministry of Community and Social Services, Hamilton Area Office, Child Care Management Plan, Presentation to the Child Care Advisory Committee, January 1993. p.1.
 4. NOTE: The survey data regarding new or additional children should be interpreted with caution due to the following potential for misinterpretation: Numbers reported may reflect new or additional full-time equivalent spaces that could be accommodated if the day nursery was operating with a full staff complement as opposed to the current staffing levels. As a result of this concern, this issue will be further addressed in the upcoming needs assessment to be carried out by the Child Care Advisory Committee.
 5. Includes equivalent or otherwise approved program staff as per the Day Nurseries Act.
-

SECTION 11.0

WORKPLACE CHILD CARE

11.0 WORKPLACE CHILD CARE

11.1.0 Definition

Workplace child care is an arrangement whereby a child care centre is established in or near a workplace and is sponsored by an employer, a group of employees, or a partnership among interested groups.¹

11.2.0 Introduction

Workplace child care is sometimes cited as one solution to Canada's child care situation. In particular, it is agreed that it makes good business sense for the corporate sector to support child care. In particular, the provision of workplace child care is sometimes thought to be a means to attract and keep valued employees. It is also agreed that an employer who spends money to support his/her employees meet their child care needs will save money in the long run (i.e. decreased absenteeism rate due to stable child care arrangement, parents peace of mind, etc.).² In 1988, approximately three per cent of all licensed spaces in Ontario were in workplace child care centres. This represented 2,147 licensed spaces. About 82 per cent of the workplace centres were supported by public or non-profit employers such as the Ontario Public Services, hospitals or universities. The remaining 18 per cent of licensed spaces within workplace child care were supported by the private sector.³

Workplace child care may meet particular needs, however, there are several factors related to the general applicability of workplace child care. One factor is that some workplaces are not suited for child care. In terms of employers, some may have concern regarding long-term costs and many do not feel that child care should be their responsibility. Parents who commute to work, for example, may prefer child care arrangements close to home, or may prefer a particular type of program or centre.⁴

In workplace child care, the employer, organization or developer provides the program with some level of ongoing support. This can range from the provision of free space to direct financial contributions to the operation. In a 1991 national survey conducted by the Child Care Resource and Research Unit, the most common form of support from sponsors was support in terms of occupancy costs like rent, utilities, cleaning and maintenance. The level of support varied from partial to full coverage.⁵

Other results from the survey included:

- most centres were located at the worksite with the remainder nearby⁶
- in more than half of the surveyed workplaces, at least some employees worked other than regular day time schedules with several operating 24 hours a day, 365 days a year. However, 73 per cent of workplace centres operated between 7 a.m. to 6 p.m. There were no workplace centres that were open 24 hours per day and there was only one centre in a workplace where employees worked shifts that the centre's hours of operation

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matched those of the workplace⁷

- in terms of enrolment, 21 per cent of centres permitted full-time enrolment only. The remaining centres were flexible in terms of part-time and/or drop-in care⁸
- most of the centres (86 per cent) permitted families from the community to enrol in the centre, however, 84 per cent of those centres gave priority to employee parents. In many cases, the same fee structure applied to employees and community parents.⁹

11.3.0 Workplace Child Care in Hamilton-Wentworth

Presently, there are five workplaces in the Hamilton-Wentworth Region that offer full-day child care. These include:

- Chedoke-McMaster Hospitals Day Care Centre
- Civic Hospitals Children's Centre
- Hamilton Public Library Workplace
- McMaster Children's Centre
- McMaster Student's Union Day Care Centre

It is important to highlight that the Ministry of Community and Social Services does not categorize two of the child care centres contained in this section of the report as workplace child care. However, for the purposes of the profile, these centres are included as they were established to serve a distinct group, for example students.

All of these centres are located in the City of Hamilton and are situated directly at the worksite or very close by.

Together, these five day nurseries are licensed for a total of 277 spaces. This represents 5.8 per cent of the total licensed spaces in the community. The following table presents the licensed spaces according to age category.

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Table 11.1

Workplace Child Care: Licensed Spaces by Age Category

Age Category	Number of Spaces
Infants	10
Toddlers	60
Preschoolers	207
School Age	0

Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994.
 - A.A.T.D., Telephone survey of licensed day nurseries, April 11-15, 1994.

Of interest, approximately three-quarters of the spaces within workplace child care are preschooler spaces. Of the remaining spaces, 22 per cent are toddler spaces and four per cent are for infants. There are no school age spaces within workplace day nurseries.

11.3.1 Workplace Day Nurseries: Enrolment

Even though there are 277 licensed spaces, there were a total of 324 children enrolled in workplace day nurseries during the snapshot week. This is because in some cases one full-time equivalent space is being shared by more than one child on a part-time basis. The following table provides a breakdown of enrolment according to age category.

Table 11.2

Workplace Day Nurseries: Children Enrolled by Age Category

Age Category	Number Enrolled	Number Enrolled for Full-Day Program	Number Enrolled for Half-Day Program	Number Enrolled Part-Time
Infants	7	7	0	1
Toddler	64	62	2	27
Preschoolers	253	236	17	102
School Age	n/a	n/a	n/a	n/a

Note - n/a refers to not applicable.

Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11, to April 15, 1994.

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Of the 324 children enrolled in workplace child care, 78 per cent are preschoolers, 20 per cent are toddlers and two per cent are infants. Within all of these age categories, most children are enrolled for the full-day program and most are enrolled full-time.

Generally, registration priority is given to the individuals the workplace day nursery was established for, i.e. employees, students, etc. All five of the workplace day nurseries accept children other than the children of employees of the workplace. In three day nurseries, approximately 30 per cent of the children enrolled are employees' children. In the other two day nurseries the percentage of children who are children of employees is at least 90 per cent.

11.3.2 New or Additional Children

Two of the workplace day nurseries indicated that they could accommodate new or additional children in their centre during the week of April 11, 1994. For the purposes of the profile, the numbers reported reflect full-time equivalent spaces, and are based on the staffing levels within the centre at the time of the survey. In total, 14 children could be accommodated in these centre during the snapshot period. Of these 14 children, three additional infants, eight additional toddlers and three additional preschoolers could be accommodated.¹⁰

11.3.3 Waiting Lists

For the purposes of the profile, waiting lists for toddler, preschooler and school age spaces refers to those children on the day nursery's list who would access a space if it were made available to them immediately. Four of the workplace day nurseries indicated that they have waiting lists. In total, there were 36 names on waiting lists for toddler spaces and 62 names for preschooler spaces.

For the purpose of the profile, waiting list data for infant spaces included all names on waiting lists and asked for the date that the space was required for. Eleven names were reported on the waiting list for infant care within the workplace child care sector.

11.3.4 Staffing

Two workplace day nurseries reported having one full-time administrator on staff and one reported having two full-time administrators. For the purpose of the profile, administrators, or managers, are the staff persons who are primarily responsible for the administration of the day nursery and who are not included in the ratios.

Supervisors are those staff persons who plan and direct the program of the day nursery, being in charge of children and overseeing staff. Supervisors, for the purposes of the profile, are included in the ratios, this may be on a full-time or part-time basis. Two workplace day nurseries indicated that they have one full-time supervisor on staff.

In terms of Early Childhood Educators¹¹ (E.C.E.) or trained staff, the number of full-time E.C.E.'s employed in the workplace day nurseries ranged from five to nine. In total, the workplace day

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nurseries reported 29 full-time E.C.E. staff employed during the week of April 11, 1994. As well, three workplace centres reported at least one part-time E.C.E. employed in their day nursery. In total, there were six part-time E.C.E.'s employed.

Teacher's aides or assistants provide primary/direct care to the children and assistance and support to the classroom. One full-time teacher's aide or assistant was reported in three workplace day nurseries, and one workplace centre employed a part-time teacher's assistant.

Other staff employed in the workplace day nurseries are summarized as follows:

- Four centres have a full-time cook and the other centre has a part-time cook
- Two workplace day nurseries employ part-time clerical staff
- For the most part, part-time janitorial staff are employed by the workplace day nurseries¹²
- One workplace day nursery indicated that they employ "floater" staff who provide breaks to program staff.

Staff complement refers to the number of staff required to provide care, when the day nursery is operating at maximum capacity as per the licensed capacity. All but one of the workplace day nurseries indicated that they were operating with a full staff complement during the week of April 11, 1994. One centre reported a vacant full-time E.C.E. position.

11.3.5 Hours of Operation

All of the workplace day nurseries operate Monday to Friday. The starting times of these day nurseries vary from 6:00 a.m. to 7:45 a.m. However, in terms of closing times, all five close between 5:30 p.m. and 6:00 p.m. It is important when discussing this area to indicate that in most of the workplaces that sponsor these centres, at least some employees work other than regular day time schedules, for example, rotating or regular shifts.

Down times refer to closures other than statutory holidays, for example, seasonal closures or extra time at Christmas. Three of the workplace centres have down times. Two of these centres indicated that they have additional union negotiated statutory holidays and the remaining centre indicated that they have additional time at Christmas.

11.3.6 Fee Structure

The following table indicates the average per diem rates for the workplace child care. It also lists the full- and part-time per diem rates for each age group.

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Table 11.3

Workplace Day Nurseries: Average Per Diem Rates

	Average Full-time Per Diems	Average Part-time Per Diems
Infant space	n/a	n/a
Toddler space	\$30.25	\$32.40
Preschooler space	\$24.92	\$27.35

Notes - n/a refers to not available or not reported.
- Infant per diem not reported for confidentiality reasons, i.e. infant child care provided by one work place day nursery only.

Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.

11.3.7 Additional Services

Some of the additional services provided by workplace day nurseries in the community include:

- parent meetings are held by all of the workplace centres and membership meetings are hosted by two centres
- all of the workplace centres produce newsletters for the families
- additional recreation activities are offered through two centres, e.g. swimming lessons are offered by one centre (with a fee to parents), physical education program in conjunction with the Physical-Education Department at McMaster University
- parent resource print library is offered through one centre
- French is offered in one of the workplace day nurseries.

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Endnotes:

1. The Child, Youth and Family Policy Research Centre, The State of the Child in Ontario, p. 57.
2. Statistics Canada, Canadian National Child Care Study: Work-Related Child Care in Context: A Study of Work-Related Child Care in Canada, Occasional paper No. 3, p.2.
3. Ministry of Community and Social Services, Child Care Branch.
4. The State of the Child in Ontario, p.57.
5. Statistics Canada. Canadian National Child Care Study: Work-Related Child Care in Context: A Study of Work-Related Child Care in Canada, p. 11.
6. Ibid.
7. Ibid. p. 11-12.
8. Ibid. p.12.
9. Ibid. p.12.
10. NOTE: The survey data regarding new or additional children should be interpreted with caution due to the following potential for misinterpretation: Numbers reported may reflect new or additional full-time equivalent spaces who could be accommodated if the day nursery was operating with a full staff complement as opposed to the current staffing levels. As a result of this concern, this issue will be further addressed in the upcoming needs assessment to be carried out by the Child Care Advisory Committee.
11. Includes equivalent or otherwise approved program staff as per the Day Nurseries Act.
12. Part-time janitorial staff includes purchase of service contracts with cleaning/janitorial services.

SECTION 12.0

HOME CHILD CARE AGENCIES

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12.0 HOME CHILD CARE AGENCIES

12.1.0 Definition of Terms

Home child care with a licensed agency is defined as follows:

the temporary care of five children or less who are under ten years of age where such care is provided in a private residence, other than the home of a parent or guardian of any of the children. This care is provided for compensation or reward under the supervision of a home child care agency and must not exceed a period of 24 hours.¹

Home child care may also be known as private home day care.

The legislation requirements for home child care include:

1. The ratio for home child care is one caregiver to five children, including her/his own children under six years of age. Furthermore, there may only be two children under the age of two years and three children under the age of three years at any given time. There may be one handicapped child and one child who is under two years of age or one handicapped child and two children who are over two years of age but under three years of age.
2. Ontario regulations also specify that an agency must employ one full-time home visitor for every 25 homes. Home visitors are minimally required to have post-secondary training in Early Childhood Education and/or related field, as well as two years prior experience working with children and families.
3. Agencies are held accountable for ensuring that home child care providers meet basic health and safety standards and the regulations as outlined within the Day Nurseries Act.

A home child care agency refers to:

an agency licensed under the Day Nurseries Act which provides home child care services at more than one location through a network of providers.²

A home visitor refers to:

an employee who provides support and supervision at each location where home child care is provided by the agency.³

A home child care provider is:

a person, 18 years of age or older, who provides home child care in his/her home under the supervision of a licensed home child care agency.⁴

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12.2.0 Introduction

Home child care began in Ontario in the late 1960's in response to the growing demand for child care services as more and more mothers returned to work outside the home. Home child care, or family day care, as it was then called, was seen to be a low-cost, quickly expandable service requiring limited capital outlay, low provider payments and low administrative costs. The role of agencies was to recruit and train providers, to place children in provider homes, and to offer ongoing supervision and support to home child care providers and to parents. Home child care was seen as being especially suited to care for infants because of its individualized and family-like setting, and one with the potential, to be more flexible in caring for school aged children and in responding to the needs of parents working shifts and on weekends. It was also based on the assumption that mothers who were already at home caring for their own young children could always take in a few extra children to help out their neighbours who worked, and at the same time, earn a few extra dollars on the side. Initially, providers were not expected to earn enough from offering care to support themselves, nor to contribute substantially to their family's income. In fact, some agencies adopted a policy of not approving providers who gave the need to earn money as the major reason for their interest in providing care.

A number of the earliest agency services were developed along lines similar to the Children's Aid Society model of foster home care, which relied on a casework approach to service delivery. This approach assumed that a high standard of care for children could be achieved through a thorough initial assessment of providers and families, careful matching of children and providers, and regular contacts with providers to monitor the care they were providing, and with parents to assure their ongoing satisfaction with care. Over time, many agencies introduced additional training and support opportunities, such as toy and equipment lending, playgroups and provider and parent discussion groups.

Legislation concerning home child care in Ontario was first introduced in 1971 to permit the government to fund fee subsidies to families deemed in need to assist or pay for the costs of home child care. The initial legislation did not set out standards for care, but many agencies at the time readily adopted the voluntary guidelines for practice that had been developed in consultation with Ministry staff. It was not until 1978, largely in response to some of the recommendations made by the Advisory Council on Day Care (1975), that the Day Nurseries Act was amended to require home child care agencies to be licensed, and not until 1984, that the regulations were fully implemented (Kyle, 1992).

Since the 1960's, regulated home child care has grown steadily in Ontario, with the number of licensed agencies tripling between the period 1982 and 1992, from 39 to 114. Data from the National Child Care Study (1988) indicate that approximately 1.2 per cent of Ontario children age 0-13 years, whose parents were working and/or studying used licensed home child care.⁵

More recently, based on a survey in February 1993, it was estimated that approximately 15,800 Ontario children were enrolled in licensed home child care; and they were cared for by an

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estimated 5,600 active providers. The estimated average number of children cared for in a provider home was 2.8. Approximately 75 per cent of the home child care programs were operated by non-profit organizations, 18 per cent by municipal/regional governments, and 7 per cent by commercially operated programs. Almost half (47 per cent) of the home child care programs were associated with a multi-purpose agency, while 35 per cent were stand-alone agencies; the remaining 18 per cent were administered by municipalities (Draper Consultants, 1993).

12.3.0 Funding

Funding to support the operation of licensed home child care agencies and to pay provider fees is obtained largely through fee subsidies, parents' fees, and a variety of wage subsidies (Direct Operating Grant, Provider Enhancement Grant, and Child Care Wage Enhancement Grant). Some home child care agencies obtain additional funding through the United Way, and a variety of special projects.

In January 1987, in response to agencies' concerns about the low level and instability of provider payments, the Ministry of Community and Social Services changed the basis of paying for subsidized children from attendance to enrolment. The introduction of enrolment-based fee subsidies meant that providers were paid for every day a subsidized child was enrolled, compared with attendance-based payments, in which care providers were not paid if a child was absent due to sick days or holidays (Norpark, 1989, p.53). Although government funding to support home child care has increased in recent years, the Ministry report, Home Child Care Program Costs (1993) noted that the 110 agencies responding to the survey identified the need for additional child care subsidies and for "improved provider remuneration", as being among the top three most critical issues facing home child care programs in Ontario (p. 35 ff). In a number of Ontario communities, it is not uncommon for some home child care providers to earn more caring for children through private arrangements, than from caring for subsidized children.

12.4.0 Home Child Care Agencies in Hamilton-Wentworth

Prior to July 31, 1994, the Ministry of Community and Social Services licensed three home child care agencies in the Hamilton-Wentworth Region.

- Wee Watch Stoney Creek - Home Child Care
- Seven Towers Non-Profit Family Day Care Inc. - Home Child Care Program
- The Regional Municipality of Hamilton-Wentworth Social Services Department Home Child Care Program

The licensed home child care agencies recruit individuals from the community who will take care of children in their homes. The agencies are responsible for ensuring the home conforms to the requirements of the Day Nurseries Act.

For the purposes of the profile, the information gathered on the three home child care programs

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are presented in this report. It is important to note that as of August 1, 1994, the Regional Municipality of Hamilton-Wentworth, Social Services Department has ceased to directly operate its home child care program. The data was collected prior to the closure of the Regional Home Child Care Program. It is assumed that the data contained in the profile is still generally reflective of home child care in the Region as the providers and children accessing care have been transferred to another community agency.

12.4.1 Home Child Care Providers: Active and Inactive Homes

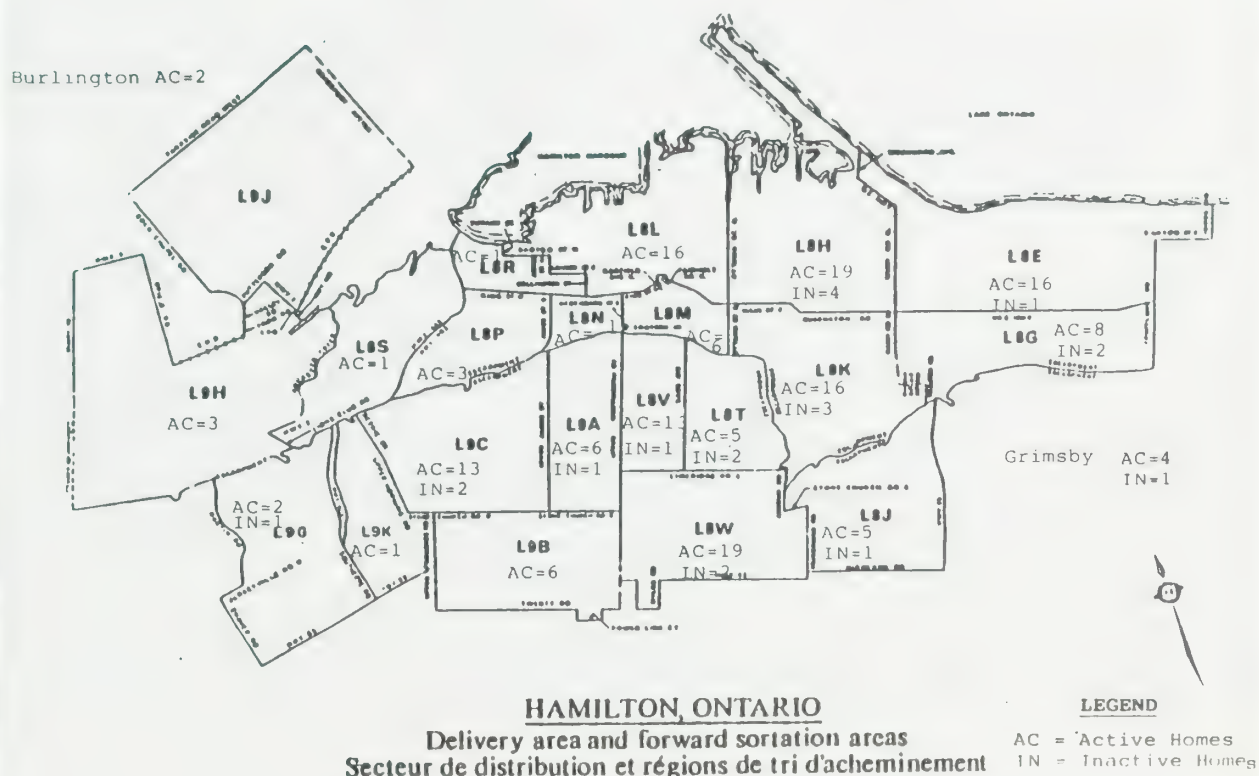
The number of home child care providers operating under the supervision of the three licensed agencies or programs includes both active and inactive homes.⁶ For the purposes of the profile, active homes included those providers' homes who either had a child enrolled or the agency anticipated that a child would be enrolled by the end of the data collection week. When combined, the three home child care agencies had 166 active homes during the snapshot period. Figure 12.1 provides the geographic location according to postal code area of the active homes. Ninety of the 166 active homes are located below the escarpment and 70 are located on the mountain. The remaining six active homes are located outside the Hamilton-Wentworth Region.

Conversely, inactive homes referred to those providers who did not have a child enrolled, nor did the agency anticipate that a child would be enrolled in this provider's home by the end of the data collection week. Together, the three home child care agencies had 23 inactive homes during the data collection period. Figure 12.1 includes the geographic location of the inactive homes. The inactive homes within the Region are evenly distributed in terms of above and below the mountain.

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Figure 12.1

Home Child Care Providers: Active and Inactive Homes



Notes - The postal codes for two inactive homes were not specified.

Source - A.A.T.D., Survey of Home Child Care Agencies, April 11-15, 1994.

12.4.2 Enrolment

According to the three agencies, there were a total of 417 children enrolled in licensed home child care during the snapshot week, April 11-15, 1994. The following table provides a breakdown of enrolment according to age category.

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Table 12.1

Home Child Care: Children Enroled by Age Category

Age Category	Number Enroled
Infants	87
Toddler	70
Preschooler	155
School Age	105
Total	417

Source - A.A.T.D., Survey of Home Child Care Agencies, April 11-15, 1994.

Of the 417 children enroled, 21 per cent were infants, 17 per cent were toddlers and 37 per cent were preschoolers. The remaining 25 per cent were school age children, all of whom were enroled for before and after school care. The profile did not address the number of school age children enroled in licensed home child care during lunch time.

Table 12.2 presents the number of children enroled full versus half-day, as well as the number of children who were enroled part-time.

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Table 12.2

**Home Child Care: Children Enroled Full- versus Half-Day,
and Part-time**

Age Category	Number Enroled	Number Enroled for Full-Day	Number Enroled for Half-Day	Number Enroled Part-Time
Infants	87	85	2	18
Toddler	70	68	2	13
Preschooler	155	151	4	21
School Age	105	n/a	n/a	2
Note - n/a refers to not applicable.				
Source - A.A.T.D., Survey of Home Child Care Agencies, April 11-15, 1994.				

The majority of children were enroled for the full-day program, i.e. six or more continuous hours of care. In fact, less than five per cent of the children enroled were enroled for the half-day program. Similarly, over 85 per cent of the children were enroled full-time with just over 50 children enroled part-time.

12.4.3 Waiting Lists

Two of the three home child care agencies indicated that they had children on their waiting lists for toddler, preschooler or school age spaces. These are children who would accept a space if it were made available to them immediately. In total, there were 51 names on a waiting list for toddler, preschooler or school age spaces.

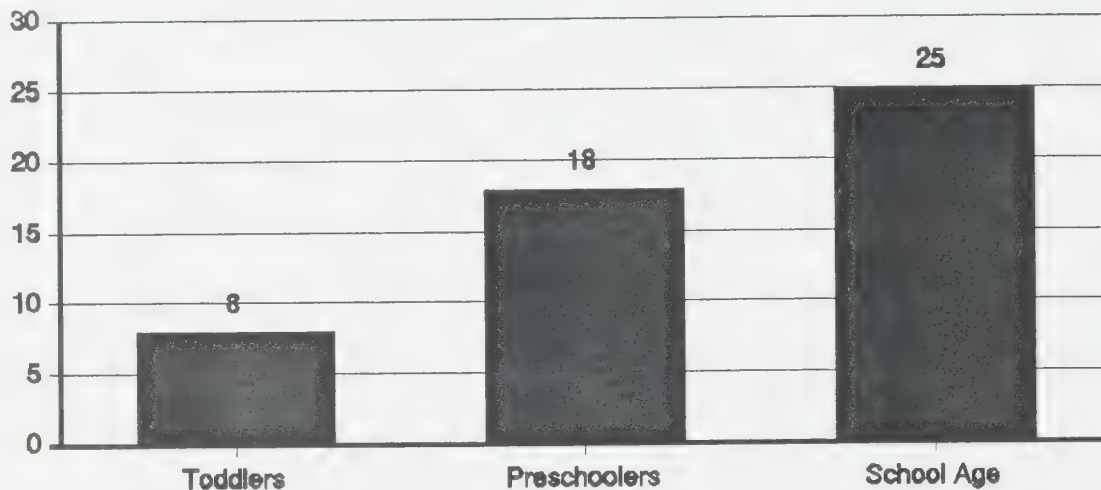
The following graph illustrates the number of toddler, preschooler and school age names on waiting lists as well as the actual number of children represented.

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Figure 12.2

Home Child Care Agencies: Waiting List by Age Category

of names on waiting list



Source - A.A.T.D. Survey of Home Child Care Agencies, April 11-15, 1994.

For the purpose of waiting list information, a system was implemented to arrive at the number of children who are on more than one waiting list. Agencies provided a combination of initials, date of birth and sex for the children on waiting lists. When double counting was accounted for using the unique identifier provided by agencies, there were only three children on both agencies' waiting lists. Two of the children are school aged children and one is a preschooler.

In terms of infant spaces, all three home child care agencies reported families on their waiting lists. In total, there were 35 names on these lists. Unlike the waiting lists for toddlers, preschoolers and school age spaces, this number reflects all names on waiting lists regardless of when the space is required. There was no double counting of infants on waiting lists.

Approximately three-quarters of families on a waiting list for infant care require a space immediately.

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Table 12.3

Home Child Care: Time Frame that Family Requires Infant Space

Family requires the infant space IMMEDIATELY	74%
Family requires the infant space in 1 to 3 months	14%
Family requires the infant space in 4 to 6 months	11%
Family requires the infant space in 7 or more months	0%

Source - A.A.T.D. Survey of Home Child Care Agencies, April 11-15, 1994.

12.4.4 Staffing and Hours of Operation

All three agencies indicated that they have at least one administrator/manager of the program. In terms of home visitors and case co-ordinators, the number of full-time positions ranged from one to three depending on the agency. Two agencies also indicated that they each employ a part-time home visitor. Clerical support is provided to the agencies primarily through part-time positions, however, one of the agencies employs one full-time clerical staff person.⁷

A range of hours is available to families through the home child care agencies. The ability of these agencies to provide a range of hours is dependent on the willingness of the home child care providers to be flexible. For the most part, the agencies can accommodate shift working families. This includes the day, night and afternoon shifts, as well as weekends and unusual hours.

12.4.5 Fee Structure

The following table indicates the average per diem rates according to each age category. It also lists the full- and part-time per diem rates for each age group.

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Table 12.4

Home Child Care Agencies: Average Per Diem Rates by Age Category

Age Category	Full-Time Per Diem	Part-Time Per Diem
Infants	26.39	30.19
Toddlers	26.39	30.19
Preschoolers	25.39	27.69
School Age	13.07	13.78
<p>Notes - Averages based on rates provided by two licensed home child care agencies.</p> <p>- The per diem rates for the Regional Municipality of Hamilton-Wentworth, Social Services Department Home Child Care Program are not included in this table. The rates provided from the Region reflect their fees paid to the home child care provider and therefore are not consistent with the data collected from the other two home child care agencies, that are the per diem rates charged to parents accessing the program.</p> <p>- In cases where hourly fees were provided, the per diem was calculated based on 10 hours of care for infants, toddlers and preschoolers; 3 hours of care for before and after school care.</p> <p>Part-time rates for one agency were based on the average between four day and three day rates.</p>		
<p>Source - A.A.T.D. Survey of Home Child Care Agencies, April 11-15, 1994.</p>		

Late supervision is the term used when a child is not picked up by the official closure of operations. Generally, there is an additional cost to the family when this type of situation arises.

12.4.6 Additional Services

There are a number of additional services that the agencies provide to families. The following lists the services provided by all three agencies.⁸

- Transportation services, other than vehicular
(e.g. escorting a child to school)
Includes a service where a child or group of children is escorted from the day nursery to a school that is located off site from the day nursery.
- Parent Meetings
A session held for/with parents regarding issues of general interest.

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- Newsletter
A publication produced by a day nursery to update parents on activities.
- Culturally Unique Homes
For example: other than English spoken in the home.

There are other services provided to families by individual agencies including the following.

- Vehicular transportation is provided by one agency at no cost to the families.
- Membership meetings are held by two agencies.
- Respite care in the child's home is provided by one agency.⁹
- Respite care out-of-the child's home is provided by two agencies. One agency qualified this service indicating that a request may be accommodated if a spot is available and if the provider chooses to provide the care.¹⁰
- Camp programs are provided through one agency.¹¹
- Drop-In/Resource Centre is available through one agency.
- Case management is available through one agency and provides linkages and referrals to community resources and advocacy for families.
- One agency offers six toy lending library programs throughout Hamilton.¹²
- Equipment lending is available through one agency at no additional charge to families.
- "Work and Family Connections", a consultation service offered through Employment Assistance Programs in businesses in the greater Hamilton area, is offered through one agency.¹³
- A nanny referral service is offered by one agency.

12.4.7 Supports to Home Child Care Providers

There are a number of additional supports that may be provided to the home child care providers by the Home Child Care Agency including the following.

- Orientation sessions/initial training sessions
- Workshops on a variety of topics
- Networking with other providers/networking opportunities
- Linkage to informal caregivers, resource/drop in centres
- Consultation/support from agency staff/home visits
- Collection of fees/payment for care
- Craft supplies
- Program development
- Mediation when requested
- Assistance with implementing policies and procedures in the providers' programs

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Endnotes:

1. According to the Day Nurseries Act, Private Home Day Care, Glossary, December 1984, Section PD-0101-03. p.3.
2. Ibid.
3. Ibid. p.2
4. Ibid. p.4.
5. Ministry of Community and Social Services. Child Care Reform in Ontario - Setting the Stage. p.4.
6. Data collected during the snapshot period for the profile included information obtained from the home child care program operated by the Regional Municipality of Hamilton-Wentworth. It is assumed that the data contained in the profile is still generally reflective of home child care in the Region as the providers and children accessing care have been transferred to another community agency.
7. Information outlined may not be reflective of the current staffing in home child care agencies in the Region due to the recent closure of the home child care program operated by the Regional Municipality of Hamilton-Wentworth.
8. Information obtained through the A.A.T.D. Survey of Home Child Care Agencies, April 11-15, 1994. Information may not be reflective of the current situation due to the recent closure of the Regional Municipality of Hamilton-Wentworth Home Child Care Program.
9. There is an additional cost to families for this service. Information may not be reflective of the current situation due to the recent closure of the Regional municipality of Hamilton-Wentworth Home Child Care Program.
10. Ibid.
11. Ibid.
12. Ibid.
13. Ibid.

SECTION 13.0

SCHOOL AGE CHILD CARE

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13.0 SCHOOL AGE CHILD CARE

13.1.0 Definition of Terms

According to the Day Nurseries Act, a school age child is defined as:

*"A child from six years of age, up to and including 12 years of age."*¹

13.2.0 Introduction

As previously outlined, it was not until 1964 that the Day Nurseries Act formally addressed the need for licensed child care for children six years of age and older. Since the amendments to the Act, most school age programs now serve children between the ages of five and twelve years.

Within the last decade, Ontario has witnessed a rapid and dramatic expansion of child care for school age children. The majority of school age programs are currently located in schools but there are some programs located within recreational facilities. School age programs that are located within the school building allow for a smooth transition from the child's day at school to the after school program or vice versa in the morning. Space for school age programs is generally dependent upon what space is available in the school. It is rare for school age programs to have exclusive use of the space or resources allotted. In most cases, the space is shared between the school and school age program. For this reason, it is important for a co-operative, positive and open relationship to be developed and maintained through daily communication between school age program staff and the school personnel.

The types of care offered in school age programs vary from full-time to part-time or occasional. Most school age programs offer care before school begins and after school ends each day. In addition, some programs also offer care at lunch time, on professional development days, Christmas and March break and during the summer holidays.

School age programs provide varied activities geared to the interests and developmental level of children of this age range. Programming generally is less structured providing the child with a number of activities to choose from; allowing them a certain level of autonomy in their day. Activities are varied and may include creative arts, construction toys, board or card games, puzzles, science, reading, dramatic or sensory play and active play including sports or gym activities. Some programs also allow children time to complete homework assignments.

As the number of school age programs increased, it became evident the need for greater collaboration and consistency in legislative requirements between the Ministry of Community and Social Services and the Ministry of Education. Currently, the qualifications of staff, provisions for space and equipment, adult-child ratios and programming vary considerably between the school and school age programs. The document Child Care Reform in Ontario - Setting the Stage (1992) stresses the importance of improving and enhancing existing linkages and inter-ministerial relationships to ensure continuity between sectors.

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13.3.0 School Age Programs in Hamilton-Wentworth

At present, there are 40 licensed day nurseries providing school age child care. This includes 20 before and after school programs, i.e. those programs that provide only before and after school care, 17 full-day programs that have a school age component and three programs offering school age child care only during March break, summer holidays and Christmas vacation.

In addition, school age child care is provided through the three licensed home child care agencies.²

13.4.0 Licensed Spaces

Within the Hamilton-Wentworth Region, there is a total of 973 centre-based licensed spaces³. Please refer to Appendix V for a listing of the school age programs in the Region. These spaces can be further broken down according to the program type as follows.

- 530 spaces in before and after school programs
- 359 spaces in full-day programs
- 84 spaces in programs that provide school age child care only during March break, summer holidays and Christmas vacation.

By nature of licensed home child care, it is not possible to indicate the number of spaces available for school age children. However, between the three agencies, there were 166 active homes, or providers who either had a child enrolled or the agency anticipated that a child would be enrolled by April 15, 1994.⁴ The number of active homes in which one or more school age children were enrolled is not known.

13.4.1 Geographic Distribution

Dundas, Ancaster, Flamborough, Hamilton and Stoney Creek have licensed school age spaces in day nurseries. There are presently no school age spaces in Glanbrook. Table 13.1 presents the population of 6-12 year olds and the number of licensed spaces per 100 children in that age range for each municipality. Overall, there are 2.34 spaces per 100 children 6-12 years in the Region. The rates range from zero school age spaces in Glanbrook and 0.90 school age spaces in Flamborough to 4.53 spaces in Dundas and 5.37 spaces in Ancaster.

CHILD CARE PROFILE

Table 13.1

Number of Licensed Child Care Spaces per 100 Population

Municipality	School Age Spaces		
	Population 6-12 years	# of Licensed School Age Spaces	Licensed Spaces per 100 children 6-12 years
Ancaster	2,572	138	5.37
Dundas	2,096	95	4.53
Flamborough	3,344	30	0.90
Glanbrook	1,069	0	0.00
Hamilton	27,152	656	2.42
Stoney Creek	5,387	54	1.00
Hamilton-Wentworth	41,620	973	2.34
Source - Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994. - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994. - Regional Municipality of Hamilton-Wentworth, Planning Department, 1991 Historical Planning File, Year End Assessment.			

13.5.0 Enrolment

There were 739 school age children enrolled in licensed day nurseries and 105 in licensed home child care during the snapshot period.⁵ Of these children, 85 were enrolled for before school care only, 293 were enrolled for after school care only, and the remaining 466 were enrolled for before and after school care.

For the most part, the school age children were enrolled full-time.

Thirty-two day nurseries indicated that they could provide child care to school age children on professional development days and another five indicated that child care could be provided if they have enough children who would participate. In total, 853 school age children can be accommodated in licensed day nurseries in this community on a professional development day.

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13.5.1 Enrolment by Municipality

Table 13.2 shows the number and proportion of school age children in each municipality who were enrolled in licensed day nurseries as of April 11, 1994. This percentage varied across municipalities. The participation rate of school age children ranged from less than one per cent in Flamborough and Stoney Creek to more than five per cent in Ancaster.

While it is possible that some children may live in a different municipality from the location of the school age program, it is not highly probable since many parents prefer to enrol their child in programs located in or near their child's school.⁶ However, in light of this possibility the participation rates are approximate.

Table 13.2

School Age Child Care: Enrolment by Municipality

Municipality	Total Licensed School Age Spaces	School Age Children Enrolled	Percentage of Children 6-12 in Licensed Day Nurseries
Ancaster	138	134	5.2%
Dundas	95	68	3.2%
Flamborough	30	9	0.3%
Glanbrook	n/a	n/a	0.0%
Hamilton	656	493	1.8%
Stoney Creek	54	35	0.6%
Ham-Went	973	739	1.8%

- Notes - Refer to Table 13.1 for population figures
- Table reflects children enrolled in licensed day nurseries only.
 - The children enrolled in licensed home child care are not included in the table.
 - Percentages calculated as follows: Number of school age children enrolled divided by the population 6-12 year olds, multiplied by 100%.
 - Ministry of Community and Social Services, Hamilton Area Office, Print-out - Child Care Licensing, March 22, 1994.
 - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.
 - Percentages are approximate since child may live in a different municipality from the location of the day nursery.
 - n/a refers to not applicable.

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13.6.0 New or Additional Children

Day nurseries that provide school age child care were asked to indicate if they could accommodate new or additional children during the week of April 11, 1994. For the purposes of the profile, the numbers reported by the day nurseries reflect full-time equivalent spaces, and are based on the staffing levels within the day nursery at the time of the survey. A total of 221 school age children could be accommodated during the snapshot period. Further analysis indicates that 16 of the 20 school age programs could accommodate a total of 144 children, and 13 of the 17 full-day programs could accept 77 new or additional children.⁷ The three programs that offer child care only during the summer, March break and Christmas holidays are not reflected in this section.

Again, it is not possible to indicate the number of new or additional school age children who could be accommodated through the licensed home child care agencies since the agency receives the license, government regulations indicate the ratios and limitations for each provider and it would also be dependent upon the provider's willingness to care for more children.

13.7.0 Waiting Lists

For the purposes of the profile, waiting lists for school age spaces refers to those children on the day nursery's list who would access a space immediately if it were made available to them immediately.

In total, there were 46 names on waiting lists for school age child care within licensed programs. There were 21 names on day nurseries' waiting lists for school age child care. Eighteen names existed on waiting lists for school age child care within full-day programs and the other three names were found on waiting lists for school age programs. Within the three licensed home child care agencies, there were 25 school age children on waiting lists.⁸

13.8.0 Staffing

The adult-child ratio for school age programs is 1:15 but some programs prefer to operate at a lower ratio of 1:11. A problem that school age programs must contend with is the legislation pertaining to the need for two adults to be on premise when six or more children are in attendance. This presents as a difficulty in operating a balanced budget while ensuring parent fees are maintained at a reasonable level.

Program staff are central to the quality of the school age program. As school age programs are governed under the Day Nurseries Act, qualifications for staff are similar to those currently in place for centre-based child care centres serving the younger population. Preference for staff working in school age programs is generally for individuals to have attained their Early Childhood Education diploma or a degree in Child Studies. However, due to the unique nature of school age programs where staff are usually required to work a split shift (i.e. 2 hours in the morning and 3 hours in the afternoon), and possibly extended hours during March and Christmas break or summer holidays, staff are often difficult to find. Therefore, individuals with related qualifications

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and experience (ie: Recreational Leadership, Child Care Worker diploma, Bachelor of Education from a recognized Canadian University or a person who has had two years paid work experience with a group of children) are considered and approved on a case by case basis by each Ministry Area Office.

13.9.0 Hours of Operation

The 17 full-day programs that offer school age child care operate Monday to Friday. These day nurseries open between 7:00 a.m. and 7:30 a.m., and predominately close at 5:30 p.m.

The 20 school age programs offer before and after school child care from Monday to Friday. In all cases, the before school programs run from 7:30 a.m. to between 8:30 a.m. and 9:00 a.m. The after school programs begin between 3:00 p.m. and 3:45 p.m., and all programs run until 6:00 p.m.

13.10.0 Fee Structure

The information collected regarding fees reflects the rates for fee paying parents. The rates for full-time before school child care within licensed day nurseries ranged from \$3.00 to \$7.50, with the average per diem of \$5.27. After school per diems ranged from \$5.40 to \$10.00, with an average of \$8.02 per day. Per diems for full-time before and after school child care ranged from \$8.40 to \$17.50, with an average cost of \$11.58 per day. Part-time per diems were comparable to the full-time rates.

The average per diem for before and after school child care within the licensed home child care agencies was \$13.40. It is important to note that in cases where the agency bases its fees on an hourly rate, the before and after school rate reflects three hours of child care.

Late supervision is the term used when a child is not picked up by the official closure of operations. Generally, parents are charged a late fee when this type of situation arises.

13.11.0 Additional Services

Five of the school age programs, that are not located on school premises, escort a child or group of children from the day nursery to or from school at no additional cost to parents.

Endnotes:

1. Ministry of Community and Social Services. Day Nurseries Act, Glossary.
2. As of August 1, 1994, there are only two home child care agencies in the Region.
3. Ministry of Community and Social Services, Hamilton Area Office, Print out - Child Care Licensing, March 22, 1994, and A.A.T.D. Telephone survey of licensed day nurseries conducted during April 11 to April 15, 1994.

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4. As of August 1, 1994, there are only two home child care agencies in the Region. It is assumed that the data collected during the snapshot period is still generally reflective as providers and children accessing care have been transferred to another home child care agency.
 5. As of August 1, 1994, there are only two home child care agencies in the Region. It is assumed that the data collected during the snapshot period is still generally reflective as providers and children accessing care have been transferred to another home child care agency.
 6. The Child, Youth and Family Policy Research Centre, The State of the Child in Ontario, p.57.
 7. NOTE: The survey data regarding new or additional children should be interpreted with caution due to the following potential for misinterpretation: Numbers reported may reflect new or additional full-time equivalent spaces that could be accommodated if the day nursery was operating with a full staff complement as opposed to the current staffing levels. As a result of this concern, this issue will be further addressed in the upcoming needs assessment to be carried out by the Child Care Advisory Committee.
 8. As of August 1, 1994, there are only two home child care agencies in the Region. It is assumed that the data collected during the snapshot period is still generally reflective as providers and children accessing care have been transferred to another home child care agency.
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SECTION 14.0

**SERVICES TO CHILDREN WITH
SPECIAL NEEDS**

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14.0.0 SERVICES TO CHILDREN WITH SPECIAL NEEDS

14.1.0 Definition

Locally, our community has adopted a definition of a child with special needs as:

A child who requires special intervention. A learning individual who needs more than the average assistance in attaining the usual developmental goals.¹

The Day Nurseries Act, which is the current provincial child care legislation, does not use the term "special needs". The Act refers exclusively to children who are physically or developmentally handicapped. This does not include children who may present with emotional, behavioural and/or social difficulties, nor does it include those children who may be experiencing difficulties due to an acute chronic illness or situational/familial problems.

"Developmental Handicap" means a condition of mental impairment present or occurring during a person's formative years, that is associated with limitations in adaptive behaviour.²

"Handicapped Child" means a child who has a physical or mental impairment that is likely to continue for a prolonged period of time and who as a result thereof is limited in activities pertaining to normal living as verified by objective psychological or medical findings and includes a child with a developmental handicap.³

The Ontario Child Care Reform document refers to children with special needs as including children who:

- a. *face barriers to normal development and functioning in one or more of the following areas: physical, social, emotional, intellectual, behavioural, or in terms of communicating, and/or*
- b. *are more vulnerable to environmental and non-environmental stressors, including those related to family, social, economic and cultural circumstances.⁴*

It is apparent that this definition and that of the A.A.T.D. Special Needs Preschoolers Network are broader in scope than the handicapping conditions defined within the Day Nurseries Act.

14.2.0 Range of Services

Services to children with special needs presently range from those oriented to provide support to children, families and their caregivers in regulated child care settings, to child care programs specifically designed to meet the needs of a unique group of children (i.e. segregated programs), to support services available to children in the community presenting with unique special needs in specific developmental domains such as speech and language pathology.

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In the 1987 Ontario Ministry of Community and Social Services document, entitled New Directions in Child Care, it was clear that the integration of children with special needs, including those, for example, at high risk or socially disadvantaged was given some priority. The provision of resource teachers or other specialized back-up services, case management expertise, and staff training were presented as possible initiatives in this area.

Locally, our community has responded to the needs of children with special needs and their families in a number of ways, including opportunities within child care programs.

The Region of Hamilton-Wentworth implemented, for example, the Therapeutic Child Care Subsidy Program in the early 1980's. The Region has provision for Day Care Services for families with problems related to child rearing, development, health or serious social circumstances upon a referral from a family physician, paediatrician, public health nurse, social worker, or any other appropriate professional, as determined by the Region. This program thus enables families to access child care programs for reasons beyond a need related to employment or education activities in the community.

A number of other factors have impacted upon a community's efforts to respond to children with special needs. Both child care and health and social service support services have enhanced their knowledge in terms of models of care delivery to children with special needs as a result of research and development projects and initiatives. The shift from segregation to integration and inclusion has been impacted by a variety of factors including the will of individual community service providers and networks to develop new approaches to responding to the needs of children and families.

"Providers of preschool and child care services in the Regional Municipality of Hamilton-Wentworth have long concerned themselves with the challenge of providing quality service to children and families presenting with a wide variety of needs and wants. Through informal consultations and collaborative efforts at improving service delivery to the Region's preschool population, service providers have identified a number of major issues which influence their ability to provide effective and comprehensive care and services."⁵

The 1992 Hamilton-Wentworth Preschool Planning Initiative represents, for example, the outcome of a study oriented to explore the range of needs present in the preschool and day care community as part of a community process to further develop and deliver services within the preschool system.

At present, a range of child care options and support services to children, families and caregivers exists within our community. The integration of children with, for example, physical and developmental disabilities into regular child care settings has been practised in the community for a number of years.

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The Initiative Report identified a willingness to pursue, and a widespread support for, the integration of children with special needs. This report also identified some of the barriers and limitations including issues related to inadequacies within physical sites providing child care, to the need for program supports in the form of staff and equipment, funding, as well as issues related to the present legislation in regards to staff/client ratios.

14.3.0 Special Needs Sector Survey Findings

In a review of 33 programs that provide services to children with special needs (0-12 years), programs were categorized as follows:⁶

2 Enriched Day Nurseries	Characterized by a teacher to child ratio of one to six, to support high-risk groups of children.
2 Segregated Day Nurseries	Characterized by a teacher to child ratio of one to three for developmentally and physically disabled children. ⁷
2 Resource Teacher Services	Providing staff resources to integrated day nurseries.
5 Specialized Treatment Services	Providing services to children with developmental and physical disabilities.
11 Generic Treatment Services	Providing services to children with primarily language, social, or medical disorders.
11 Parent Services	Providing services/resources to parents of children with special needs.

The survey asked each program for information about ages and populations served, waiting list, criteria for service, the disciplines that make up each service and what direct and indirect services that are carried out.

The Ministry presently licenses three segregated day nurseries. These include:

- Chedoke Early Childhood Program
- Chedoke Children's Developmental Rehabilitation Program
- Child Development Centre (Hamilton Association for Community Living)

All of these day nurseries provide half-day programming and together they are licensed for a total of 72 spaces. All of these spaces are for preschoolers, however, 36 of these spaces are for children two to five years of age (as opposed to 2.5 to five years).

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As of the week of April 11, 1994, there were 64 children enrolled in these three day nurseries. Two of these day nurseries indicated that they could accept a combined total of 56 new or additional children. However, it is important to qualify this number by saying that operating at maximum capacity is not often feasible due to the nature of the program. However, additional staff could allow more children to access the program. As well, there are no additional children being accepted into the Child Development Centre since this program is in the process of shifting all children to community programs. In terms of waiting lists, 23 preschoolers are currently on waiting lists for segregated day nurseries.

It is important to note that, according to the Prevention Planning Initiative (1992), 69 per cent of the licensed day nurseries in the study, or 83 per cent of all licensed day nurseries, indicated that their enrolment included one or more children with special needs. The direct child care service delivery models that can accommodate children with special needs include licensed home child care agencies and school aged day care programs. However, access to additional supports, including funding, is limited due to a number of factors including legislative and funding requirements as per the Day Nurseries Act.

The criteria for service in programs reviewed by the Special Needs Working Group also reflects a range of issues in terms of accessibility. Some programs, for example, will provide service only to those children and families who reside within certain geographic boundaries, or on-site clinic based services as opposed to community or centre-based.

The availability of a range of specialized staff resources also impacts upon the accessibility and availability of services as well as the model of service delivery. The total full-time equivalents in specific disciplines with distinctive functions reflects a limited number of human resources to respond to children within our community both in child care programs and the general population of children 0-12 years.⁸

The Special Needs Working Group identified that those involved in the provision of services to children with special needs and their families have noted an increased demand for service while there have been systemic reductions in funding to many children's health and social services. The common theme is described as "doing more with less".

There have been some identifiable shifts in service trends and these are described as follows:

- increase in the use of a consultation/mediation approach; specialized/clinical consultation delivered in community settings (to teachers of children with special needs)
- increased collaborative teaming/sharing of expertise across disciplines
- increase in the involvement and training of parents
- increase in professional training with a "train the trainer" approach
- shift from majority of service in segregated settings to the majority of services delivered in integrated settings

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- increase in community professionals' awareness resulting in an increase in referrals and earlier intervention
- more emphasis is placed on family focused work, based upon a parent/professional partnership
- parents present as wanting more information, choices and integration opportunities for their children in child care settings, community/recreation activities, etc.
- widening opportunities/acceptance of integration in all aspects of the community

The working group has also identified a number of factors impacting upon the delivery of service to children with special needs, their families and caregivers. These include:

- children and families are presenting with increasingly more complex and complicated needs
- greater demand for full day, before and after school care opportunities in conjunction with integration needs for children and families, as more parents are working
- greater need evident for case management and advocacy service/support
- need for increased community collaboration and creativity in terms of resource utilization
- increased demand and need for respite care and relief care services
- improved accessibility for child care professionals/providers to clinical consultants and specialists

As models of service delivery to children with special needs continue to evolve in our community, improving service delivery and co-ordination also implies exploring how best to meet the child care needs of children with special needs. One example of this, is the work currently in progress of The Hamilton Association of Community Living (Child Development Centre), St. Matthew's House (Early Childhood Integration Support Services) and Hamilton and District Council of Co-operative Preschools Corp. (Integration Program). The three agencies have collaborated to ensure a co-ordinated range of flexible types of service are available to programs that provide child care to children with special needs. The Integration Resources Hub offers services that respond to the different levels of support that are required in different situations, by different people, at different points over time.⁹ "Meaningful integration of children with special needs calls for the timely provision of resources and support to the front-line caregiver so that children who need special intervention receive the support they require without compromising the right of all children in the group to a high standard of care."¹⁰

14.4.O Additional Community Services

Beyond the network of services oriented to provide support to children ages 0-12 with special needs, their families and caregivers, there are a number of other community health and social services that may be accessed. These include the following: Children's Aid Society; Catholic Children's Aid Society; Chedoke Child and Family Centre, and Child and Adolescent Services; Hamilton Child Abuse Council; cultural interpreters; Special Services at Home Program; Alternate Care Programs; parent support and advocacy groups; family support/home management programs; and individual family counselling services such as Family Services of Hamilton-

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Wentworth and Catholic Family Services. As reflected in the service summary, some of these programs provide service to a specific target group with clear criteria for access, however, others offer a more generic service to the general population within our community.

Endnotes:

1. A.A.T.D. Special Needs Preschoolers Network, 1989.
 2. Day Nurseries Act. March 1993, p. 1.
 3. Ibid. p. R1.1.
 4. Ministry of Community and Social Services. Child Care Reform in Ontario, Background Paper #5 - Child Care for Children with Special Needs and Disabilities, February 1992, p.1.
 5. Hamilton-Wentworth Preschool Services Prevention Planning Initiative, June 1992. p.1.
 6. The definitions outlined were developed for the purposes of completing the Special Needs Survey, May 1994 contained in Appendix IV.
 7. Information received from the Ministry of Community and Social Services, Hamilton Area Office identified three day nurseries in the region as segregated programs.
 8. Refer to Appendix IV, Special Needs Survey, for a detailed list.
 9. Information obtained from St. Matthew's House (E.C.I.S.S.), Integration Resources Hub - Overview: The New Range of Services.
 10. Hamilton-Wentworth Preschool Services Prevention Planning Initiative, June 1992. p. 26.
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SECTION 15.0

A SUMMARY OF LICENSED CHILD CARE PROGRAMS

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15.0 A SUMMARY OF LICENSED CHILD CARE PROGRAMS

15.1.0 Licensed Capacity

Licensed child care includes both centre-based and licensed home child care agencies. There are 4,791 licensed spaces available in 122 licensed centre-based day nurseries in Hamilton-Wentworth.¹ According to each age category, 2.2 per cent, or 107 spaces, are for infants; 10.5 per cent, or 502 spaces, are for toddlers; 66.9 per cent, or 3,205 spaces are for preschoolers, and; the remaining 20.3 per cent, or 973 are for school age children.

While centre-based child care for preschoolers is offered in all six municipalities within the Region, the following points summarize the differences in terms of age categories for licensed spaces across municipalities.

- Ancaster and Hamilton are the only municipalities that offer infant spaces;
- Ancaster, Dundas, Flamborough, Hamilton and Stoney Creek offer toddler spaces;
- School age spaces are offered in Ancaster, Dundas, Flamborough, Hamilton and Stoney Creek.

It is difficult to estimate the amount of licensed home child care for the following reasons:

- The home child care agencies in Hamilton-Wentworth receive the license, as opposed to a licence capacity for each home child care provider.²
- Government regulations indicate that the ratio for licensed home child care is one caregiver to five children and there are additional limitations depending on the age mix in the group.
- This is further affected by the number of children the home child care provider with a licensed agency is willing to provide care for.

However, as of April 11, 1994 there were 166 active homes providing care with licensed home child care agencies in this community.³ Active homes refer to those providers' homes who had a child/children enroled, or anticipated having a child enroled by April 15, 1994.

15.2.0 Enrolment

Participation in licensed child care is affected by the availability of and demand for these programs. Family work patterns and income, availability of subsidy and certainly the preference of parents and supply of unregulated child care are key factors in the extent to which child care programs are offered within a community.⁴

As of the week of April 11, 1994, 5,249 children were enroled in licensed child care programs in this community. This includes 4,832 children in centre-based child care and 417 with licensed home child care agencies.⁵

Table 15.1 provides the enrolment according to age category.

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Table 15.1

Licensed Child Care Programs: Enrolment

Age category	% of Total Children Enroled	Number of Children Enroled
Infants	2.9%	154
Toddlers	10.7%	564
Preschoolers	70.2%	3687
School Age	16.1%	844
Total	100.0%	5249
<p>Notes - Reflects enrolment data collected from 115 licensed day nurseries and 3 home child care agencies.⁶</p> <p>Source - A.A.T.D. Telephone survey of licensed child care centres conducted during April 11 to April 15, 1994.</p> <p>- A.A.T.D. mail-out survey to Home Child Care Agencies, April 1994.</p>		

Of the 5,249 children enroled in licensed child care programs as of April 11, 1994, less than three per cent were infants, 10.7 per cent were toddlers, 70.2 per cent were preschoolers and the remaining 16.1 per cent were school age children.

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The following table provides the number and percentage of children enrolled in licensed child care.

Table 15.2			
Licensed Child Care Programs: Enrolment			
Age Category	Number of Children Enrolled	Population of Children in Hamilton-Wentworth	Percentage of Children Enrolled
Infants	154	29,870 (0-5 yrs)	14.7%
Toddlers	564		
Preschoolers	3687		
School Age	844	41,620 (6-12 yrs)	2.0%
All Ages	5249	71,490 (0-12 yrs)	7.3%
Notes - The population of 0-5 year olds is 29,870. - The population of 6-12 year olds is 41,620. - The population of 0-12 year olds is 71,490. - Enrolment based on licensed centre-based and licensed home child care.			
Source - A.A.T.D. Telephone survey of licensed day nurseries conducted during April 11 to April 15, 1994. - A.A.T.D. mail-out survey to Home Child Care Agencies, April 1994.			

In Hamilton-Wentworth approximately seven per cent of the population of 0-12 year olds are enrolled in licensed child care. This figure is consistent with the National Child Care Survey (1988) figure of less than 10 per cent. Further analysis indicates that about 15 per cent of the 0-5 year population in the Region, and two per cent of the 6-12 year population are enrolled in licensed child care programs.

In terms of the children who are not in licensed child care, there are a variety of arrangements that families may be utilizing such as:

- children cared for in their own homes by a parent(s)
- children cared for in their own homes by someone other than the parent (e.g. nanny, relative, sibling)
- children cared for in another person's home; unregulated child care, through an arrangement between the family and the caregiver
- no arrangement or self-care, i.e. the child looking after her or himself.

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While the proportion of unregulated care falling within each of these categories is unclear, it is estimated that approximately 19 per cent of parents have no arrangement, 52 per cent of unregulated care is provided by relatives and 29 per cent by non-relatives. It is also estimated that 70 per cent of unregulated child care is unpaid.⁷ Presently, there is no data specific to Hamilton-Wentworth regarding the nature and extent of unregulated home child care.

The following table provides a summary of children enrolled full-day versus half-day, and the number of children enrolled part-time.

Table 15.3 Licensed Child Care Programs: Full- versus Half-Day and Part-Time Enrolment				
Age Category	Total Number Enrolled	Number Enrolled Full-Day	Number Enrolled Half-Day	Number Enrolled Part-Time
Infants	154	152	2	24
Toddlers	564	443	121	117
Preschoolers	3687	2258	1429	1127
School Age	844	n/a	n/a	180
Total	5249	2853	1552	1448
Notes -	Totals for Number Enrolled Full-Day and Number Enrolled Half-Day include infants, toddlers and preschoolers only; Full- and Half-day categories are not applicable to school age children.			
Source -	A.A.T.D. telephone survey of licensed child care centres conducted during April 11, to April 15, 1994.			
-	A.A.T.D. Mail-out survey to Home Child Care Agencies, April 1994.			

Almost all of the infants enrolled in licensed child care are enrolled for full-day care, with few enrolled part-time. Twenty-one per cent of toddlers and 39 per cent of preschoolers are enrolled for half-day child care. In terms of part-time enrolment, 21 per cent of toddlers and 31 per cent of preschoolers are enrolled part-time. It appears that as the age of the children increases there is a decrease in the proportion enrolled for half-day and for part-time child care. It is suggested that the increased percentage of half-day and part-time care among preschoolers reflects both enrolment in junior or senior kindergarten in combination with child care.⁸

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15.3.0 Waiting Lists

It is important to understand that waiting lists do not reflect the total demand for licensed care for the following reasons:

- families may be discouraged by the length of a waiting list, and therefore, not add their child's name to it;
- in cases where there is no program offered for a particular age group in the community, families have no mechanism for expressing their need;
- families requiring subsidy will only attempt to enrol their children in programs in which they can obtain subsidy.⁹

When the waiting lists for licensed centre-based and licensed home child care agencies are combined, there were 530 names on waiting lists for toddler, preschooler and school age spaces. There were 150 names on waiting lists for toddler spaces, 334 preschooler names on waiting lists and 46 names for school age spaces. No double counting occurred between licensed day nurseries' and licensed and home child care agencies' waiting lists for these age categories. In other words, children whose names were on a waiting list(s) for a day nursery did not also appear on a waiting list for licensed home child care.

In terms of infants, there were a total of 175 infants on waiting lists for licensed centre-based or licensed home child care. Double counting did occur, on a limited basis, for families requiring infant spaces. Four infants were on waiting lists for both licensed day nurseries and licensed home child care.

15.4.0 Hours of Operation

Differences exist between licensed day nurseries and home child care providers in terms of hours of operation. For the most part, licensed day nurseries offer child care services Monday through Friday. Hours vary according to the type of program, however, generally speaking licensed day nurseries open between 7:00 a.m. and 7:30 a.m., and predominately close at 5:30 p.m. or 6:00 p.m. There are, however, six centres that operate before 7:00 a.m., beginning at 6:00 a.m. or 6:30 a.m.

A range of hours is available to families through licensed home child care agencies. For the most part, agencies can accommodate shift working families including day, night and afternoon shifts as well as weekends and unusual hours. However, the ability of agencies to provide a range of hours is dependent on the willingness of the home child care providers to be flexible.

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15.5.0 Fee Structure

The per diem rates within the licensed sector are presented below according to age category.

Table 15.4		
Licensed Child Care: Average Per Diems		
Age Category	Licensed Day Nurseries	Home Child Care Agencies
Infants	\$40.18	\$26.39
Toddlers	\$30.71	\$26.39
Preschoolers	\$24.15	\$25.39
School Age	\$11.32	\$13.07
<p>Notes - Per diems reflect rates for fee paying parents.</p> <p>- Average per diems are presented.</p> <p>- Calculations for licensed day nurseries do not include segregated day nurseries and specialized programs.</p> <p>- Calculations for the licensed home child care agencies do not include the per diems for the Regional Municipality of Hamilton-Wentworth, Social Services Department - Home Day Care Program.</p> <p>- Per diems for licensed day nurseries reflect per diems for full-day programs.</p> <p>- School age rates reflect fee for before and after school child care</p> <p>- In cases where licensed home child care agencies provided hourly rates, per diems were based on 10 hours of care for infants, toddlers, and preschoolers; 3 hours of care for before and after school.</p>		
<p>Source - A.A.T.D. Survey of Home Child Care Agencies, April 11-15, 1994.</p> <p>- A.A.T.D. Telephone Survey of Licensed Day Nurseries, April 11-15, 1994.</p>		

Generally, the rates for infants and toddlers are higher within licensed day nurseries as compared to licensed home child care. The rates for preschoolers are comparable within both licensed child care programs, whereas the rates for before and after school child care appear to be slightly higher in the licensed home child care agencies.

Endnotes:

1. Does not reflect alternate licensing.
2. The Regional Municipality of Hamilton-Wentworth ceased the operation of its home child care program on July 31, 1994. Providers and child care spaces have been transferred to another community agency.
3. Ibid.

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4. Niagara Child Care Profile, p.41.
 5. The Regional Municipality of Hamilton-Wentworth ceased the operation of its home child care program on July 31, 1994. Providers and child care spaces have been transferred to another community agency.
 6. Ibid.
 7. National Child Care Survey, 1988.
 8. McMichael, Jane. Niagara Child Care Profile. Thorold, December, 1991. p.52.
 9. Niagara Child Care Profile, p.44.
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SECTION 16.0

UNREGULATED HOME CHILD CARE

CHILD CARE PROFILE

16.0 UNREGULATED HOME CHILD CARE

This section provides an overview of the unregulated home child care sector, otherwise known as informal child care, unlicensed family day care or non-licensed private home child care. For the purposes of this report, the term used to identify this sector will be unregulated home child care. Furthermore, the profile will focus primarily on paid, unregulated care arrangements.

16.1.0 Definition of Terms

The definition of **unregulated home child care** as outlined within Child Care Reform in Ontario (1992) is as follows:

Children cared for in homes that are not supervised by a regulated home child care agency. The most common private arrangements are made between parents and providers in the neighbourhood who provide care for children in their own homes. Other children receive care in their own homes, which can be provided by nannies, babysitters or family members. Some older children care for themselves between the time they return from school and their parents return from work. The government does not fund, supervise or in any way monitor these unregulated arrangements.¹

An unregulated home child care provider is:

a person who provides child care privately in his/her own home, or the home of the child, and he/she is not directly affiliated with a governing body or agency.

16.2.0 Adult-Child Ratios in Unregulated Home Child Care

In Ontario, unregulated home child care providers can care for up to five children at any given time, in addition to her/his own children.

16.3.0 Historical Prospective

It is difficult to ascertain when the provision of child care in a home setting began but it can be assumed that informal arrangements between family, friends and neighbours have occurred for generations. As increasing numbers of women entered the workforce during the last three decades, the need for child care increased and, with limited options available, the further development of unregulated home child care began to emerge.

Unregulated home child care has been recognized as an accessible and affordable alternative to "institutional" type child care settings. Parents often consider home child care to be more reflective of their own home environment in terms of physical space, the small numbers of children, its similarity to a family-like situation and, generally, the flexibility in accommodating individual needs of both the child and family.

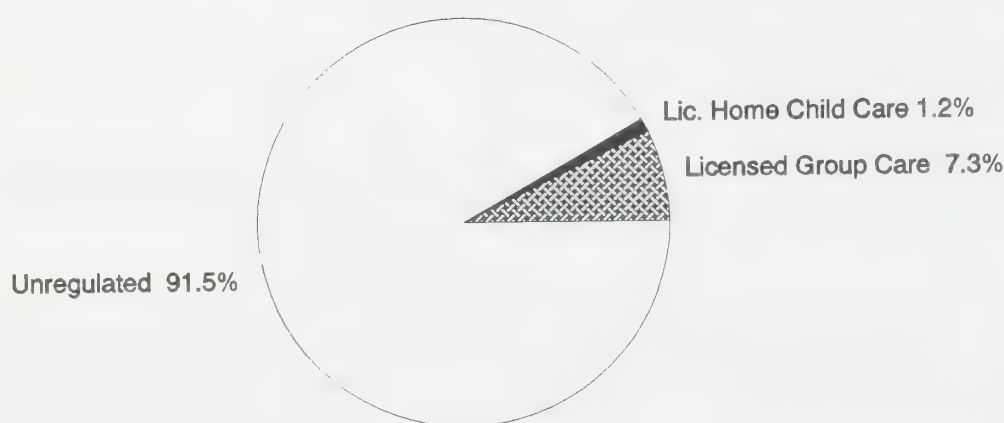
CHILD CARE PROFILE

Many parents also choose the option of having their children cared for by a provider in their own home. This not only allows for flexibility of the care arrangement, but may provide a level of consistency and convenience for both the child and parent.

According to the National Child Care Study (1988), 21 per cent of children under 13 years of age with working parents in Ontario are cared for in a paid, unlicensed, care arrangement.² Most children are cared for in an informal arrangement by an immediate family member, other relative, and self care. Generally these types of arrangements do not involve payment. In total, it is estimated that 91.5 per cent of children in Canada are cared for in an unregulated child care arrangement which may be paid or unpaid.³

Figure 16.1

Where are the Children?



N = 1.037 M Children, 0-13 years

Source - Ministry of Community and Social Services, Child Care Reform - Setting the Stage (1992).

16.4.0 Support Services to Unregulated Home Child Care Providers

There are a number of support services available to providers caring for children in the unregulated sector. The number and level of support provided varies between communities. Supports include any or a combination of the following and a nominal fee for the use of services may apply:

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- | | |
|--------------------------------------|--|
| • lending libraries | • professional newsletters |
| • drop-in centres | • informal child care registry |
| • playgroups | • child care and/or community |
| • warmlines | information services |
| • neighbourhood networks | • public library services and programs |
| • professional associations | • recreational programs |
| • provider workshops and conferences | • public health nurse |

In addition to the above, further comments received from unregulated home child care providers in the Hamilton-Wentworth Region stated that parenting groups, 911 Emergency Line, talk shows, the A.A.T.D. Child Care Advisory Committee and organizations such as The Independent Order of Foresters (IOF) were used by parents and providers. The IOF originated in 1874 and is based on the principles of mutual aid and fraternalism. According to the IOF, it is a non-profit organization owned and operated by its members. The IOF provides a variety of benefits to its members (i.e. university scholarships, life insurance, etc.). As a public service, it also distributes education materials on child abuse prevention, family life education and positive parenting skills.

One of the initial intentions in the development and implementation of resource centres in the early 1980's was "to improve the quality of informal care arrangements, and strengthen the capacities of parents to select and monitor such arrangements".⁴ Although, the mandate of resource centres has been broadened to include supporting parents in caring for their own children; its objectives continue to be in the area of providing information, resources, and education.

The Ministry of Community and Social Services has also provided funding to several provider associations, specifically for supporting the unregulated sector. These associations offer a variety of supports including information on start-up and available resources, telephone assistance, educational workshops and newsletters.

It should be noted however, that it has and continues to be a challenge to provide supports to the unregulated home child care sector. Unregulated home child care providers may be reluctant to participate in community support programs for several reasons.⁵ They may resist what they perceive as government interference in private child care arrangements.⁶ They may not feel sufficient incentive to participate, or they may not be aware of the support services that are available to them.⁷ In addition, if they do not report their earnings for income tax purposes, they may be unwilling to openly declare themselves as child care providers.⁸ Due to these concerns, the Ontario government supported another method of reaching the unregulated home child care sector by providing funding for the development of a television series geared to home child care providers. The series - "Caring for Young Children" has been broadcast on TV Ontario on several occasions in hopes of capturing an audience that may prefer not to participate in community based programs.⁹

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Providers in the Hamilton-Wentworth Region that are providing care to children through the unregulated home child care system, identified the following as additional supports available to children:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Kids Help Phone • Council on Suicide Prevention • 911 Emergency Line • Children's Aid Societies | <ul style="list-style-type: none"> • neighbours through Neighbourhood Watch programs • libraries • resource centres • public health nurses |
|--|--|

16.5.0 Flexibility of the Unregulated Home Child Care Sector

One of the greatest benefits to parents accessing child care through the unregulated home setting is the flexibility that it may allow in a number of areas. Flexibility as it pertains to the home child care setting may involve one or a combination of the following:

- | |
|--|
| <ul style="list-style-type: none"> • the ages of children that can be cared for from infants to school-age • families may utilize the same type of child care and same provider for siblings • families may utilize the same provider from infancy up to and possibly beyond the time the child enters the school system • hours of care available can be geared to the needs of the individual family, dependent upon the provider involved (ie: extended hours, week-ends, evenings and overnight care) • providers may assist parents in their parenting role by providing them with advice, information, support etc. • parents may also utilize the provider as a support when dealing with difficult emotional or stressful personal or family situations • providers may assist parents when dealing with emergency-type situations (ie: working late, inclement weather, medical appointments etc.) • in many situations, providers are within the child's own neighbourhood so it is convenient for the parent to drop off/pick-up the child, and the provider's home is generally in close proximity to the local schools • providers may also be willing and able to accommodate specific parental preferences (ie: walking or driving a child to and from school/recreational programs) • providers may be more receptive to caring for a child with a mild or non-contagious illness¹⁰ |
|--|

16.6.0 Number of Children and Average Number of Hours Children Attend Unregulated Home Child Care

In this section, the outlined tables will demonstrate the numbers of children of various age ranges from 0 to 9 years and the hours of care children are in unregulated home child care.

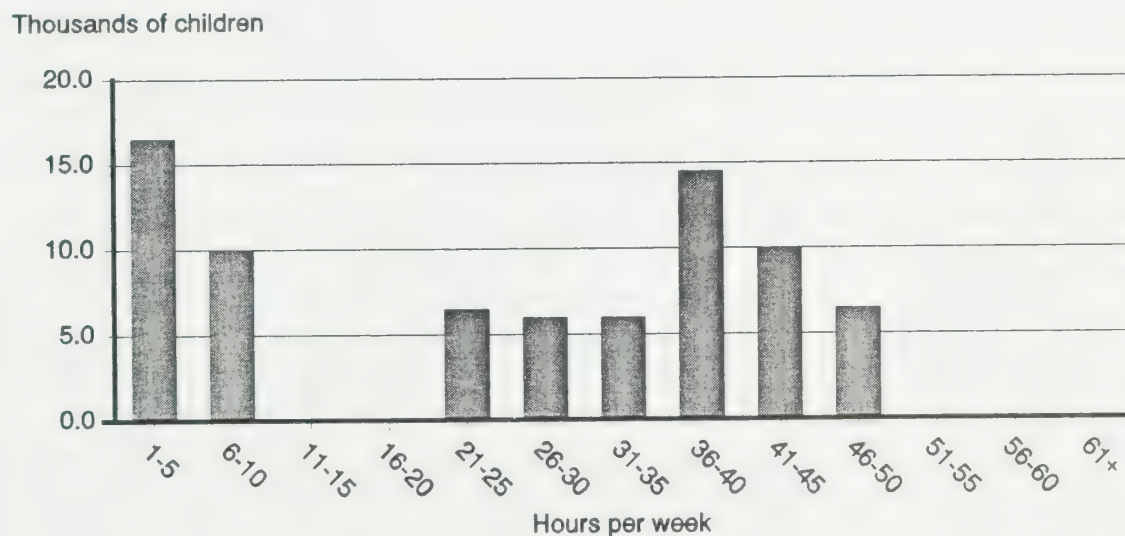
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According to the Canadian National Child Care Study (1993), the largest proportion of children between 0 to 17 months of age in care for less than five hours, are cared for by a relative in/not in the child's home, by a non-relative in the child's home, or by a family member in the child's home. Furthermore, more than 20,000 children in this age range receive care by a family member in the child's home between 6 and 10 hours per week.¹¹

The following figure identifies the number of children in the 0 to 17 month age range who are cared for in the unregulated home child care sector. The greatest proportion of children cared for in this sector are in the provider's home for less than five hours. However, it should be further noted that there are a substantial number of children -- close to 15,000 -- who are spending between 36 to 40 hours per week in a provider's home.

Figure 16.2

Distribution of Hours in Care by a Non-Relative Not in the Child's Home (Unlicensed Family Day Care), 0 to 17 Months



Source - Statistics Canada. Canadian National Child Care Study - Where are the children? An Overview of child care arrangements in Canada, Catalogue 89-527E, March 1993, p.45, Figure 9.

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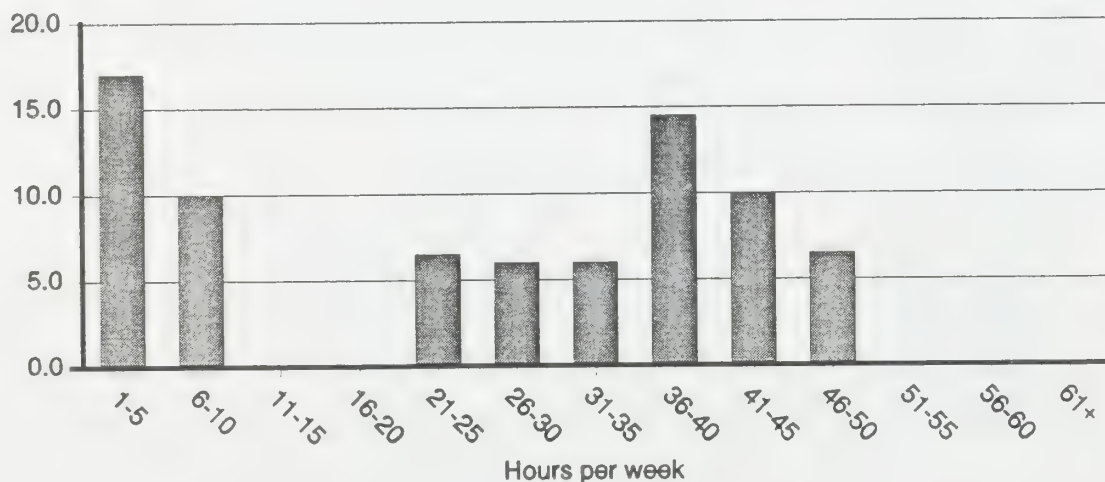
According to the Canadian National Child Care Study (1993) the majority of children aged 18 to 35 months of age were cared for by a relative in/not in the child's home, by a non-relative in the child's home, or a family member in the child's home. In all cases, between 22,000 and 26,000 children in this age range spent one to five hours in these types of care arrangements. The next largest proportion of children between 18 to 35 months, were cared for six to ten hours per week by a relative not in the child's home and by a family member in the child's home.¹²

Figure 16.3 shows that a high proportion of children in the age range from 18 to 35 months are being cared for in an unregulated home child care setting; within the one to five hour per week, 36 to 40 hour per week and 41 to 45 hours per week categories.

Figure 16.3

Distribution of Hours in Care by a Non-relative Not in the Child's Home (Unlicensed Family Day Care), 18 to 35 Months

Thousands of children



Source - Statistics Canada. Canadian National Child Care Study - Where are the children? An Overview of child care arrangements in Canada, Catalogue 89-527E, March 1993, p.52, Figure 18.

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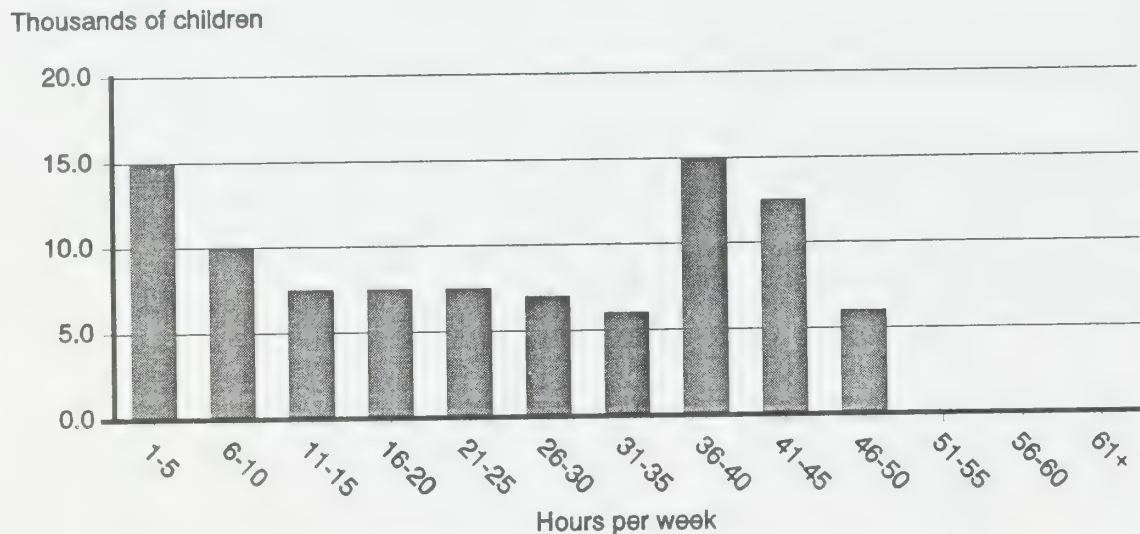
According to the Canadian National Child Care Study (1993), a high proportion of children in the three to five year age range, are cared for one to five and six to 10 hours per week by a family member in the child's home (approximately 60,000), by a relative not in the child's home (30,000 to 50,000), by a relative in the child's home (20,000 to 40,000) and by a non-relative not in the child's home (25,000 to 40,000) and by a non-relative in the child's home (25,000 to 50,000). It is also important to note that over 20,000 children in this age range were cared for in a day care centre between 36 and 40 hours per week. The greatest proportion of children between three to five years were cared for in a half-day kindergarten program (approximately 200,000 children were in care for 11 to 15 hours per week) and over 60,000 children were cared for in two nursery school programs in the one to five, six to 10 and 11 to 15 hours per week ranges.¹³

As identified in Figure 16.4 below, over 40,000 children between the ages of 3 to 5 are cared for in an unregulated home child care setting for 1 to 5 hours per week, and approximately 28,000 children in this age range spend 6 to 10 hours per week in a provider's home. Furthermore, over 15,000 children are in a provider's home for 36 to 40 hours per week.

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Figure 16.4

Distribution of Hours in Care by a Non-relative in the Child's Home (Unlicensed Family Day Care), 3 to 5 years



Source - Statistics Canada. Canadian National Child Care Study - Where are the children? An Overview of child care arrangements in Canada, Catalogue 89-527E, March 1993, p. 59, Figure 28.

According to the Canadian National Child Care Study (1993), the largest proportion of children from six to nine years were cared for in the unregulated sector (by a relative in the child's home, relative not in the child's home, by a non-relative in the child's home and by a non-relative not in the child's home) other than the time children spend in school.¹⁴

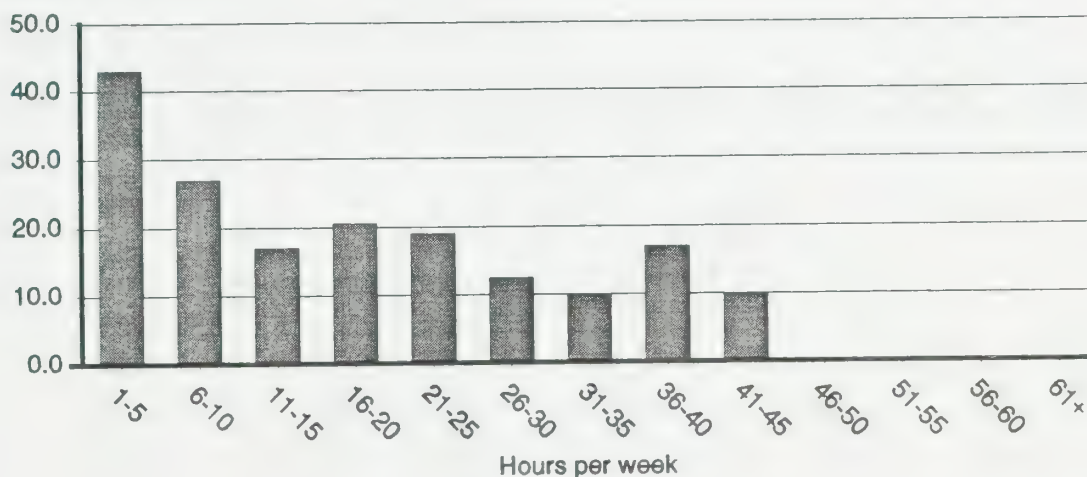
Figure 16.5, outlines that in the six to nine year age range, the highest proportion of children are cared for in the unregulated home child care setting for one to five hours per week with numbers gradually decreasing the greater the number of hours. This would coincide with the fact that, generally, children of this age group are in the elementary school system for the greater part of weekdays.

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Figure 16.5

Distribution of Hours in Care by a Non-relative in the Child's Home (Unlicensed Family Day Care), 6 to 9 Years

Thousands of children



Source - Statistics Canada. Canadian National Child Care Study - Where are the children?
An Overview of child care arrangements in Canada, Catalogue 89-527E, March
 1993, p.67, Figure 40.

16.7.0 Fee Structure in Relation to the Unregulated Home Child Care Sector

Due to the diverse nature of the unregulated home child care sector, specific figures of the cost charged to parents utilizing this type of child care arrangement are difficult to ascertain. It is speculated that there is a direct correlation between the high numbers of parents that use the unregulated home child care system with no cost or lower costs presumably involved in accessing child care through this sector.

In Hamilton-Wentworth, providers indicated that fees range from approximately \$15.00 per day/per child to \$45.00 per day/per child.¹⁵ The variance in the fees can be due to a number of reasons from the hours of care provided, age of the child, special arrangements with the provider (ie: pick up/drop off of child from school, involvement in community activities, paid vacation or sick days etc.). It should also be noted that some providers consider the family's circumstances and are willing to negotiate with parents in regards to the fee. This, at times, results in the provider reducing the family's fee for care of siblings, lower before and after school care rates etc.

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Endnotes:

1. Ministry of Community and Social Services. Child Care Reform in Ontario, Background Paper #8, Unregulated Child Care, February 1992, p.1.
 2. Ministry of Community and Social Services. Child Care Resource Centre Policy, Spring 1994, p.2.
 3. Ministry of Community and Social Services. Child Care Reform - Setting the Stage. p.4.
 4. Ministry of Community and Social Services. Child Care Resource Centre Policy, Spring 1994. p.16.
 5. Ministry of Community and Social Services. Child Care Reform - Setting the Stage. p.4
 6. Ibid.
 7. Ibid.
 8. Ibid.
 9. Ibid.
 10. The factors outlined may also pertain to licensed home child care agencies and licensed day nurseries.
 11. Statistics Canada. Canadian National Child Care Study - Where are the Children? An Overview of Child Care Arrangements in Canada, Catalogue 89-527E, March 1993. p.43-45.
 12. Ibid. p. 50-51.
 13. Ibid. p. 55-59.
 14. Ibid. p. 63-67.
 15. Due to the limited number of responses from unregulated home child care providers in relation to fees and fee structure, the above figures provide only a small sampling.
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SECTION 17.0

RESOURCE CENTRES

17.0 RESOURCE CENTRES

17.1.0 Definition

Resource centres are the primary funded vehicles for supporting and enriching the care provided by both parents and unregulated home child care providers. They provide a wide range of child care support services, including toy-lending services, adult-child drop-in, parent/caregiver support groups, workshops, information and referrals.

Resource centres serve parents directly as well as providing support to unregulated home child care providers and to licensed programs. They can also be the local community focus for the provision of information on varying child care options, other community services, agencies and programs.

17.2.0 Introduction

"Family Resource Programs have their roots in the dramatic social change which took place in the 1960's and early 70's. Families became more mobile and mothers entered the paid work force in significant numbers resulting in new family structures and new challenges in child rearing."¹

"As traditional sources of help and support disappeared, parents and care providers came together in their communities to re-create the supports which they needed to assist them in their task of child rearing and preparing their families to meet the challenges of a changing society."²

To replace the traditional supports previously available, the idea of a central gathering place to share ideas and resources on child rearing was developed and thus the first resource centres were opened.

In the following years many centres, funded and non-funded, evolved out of need in various areas of the community. To date, centres have been successful in reaching out to parents and caregivers. Services provided include drop-in programs, toy lending libraries, resource libraries, training and educational workshops.

Although programs offered vary widely in funding sources and services, the philosophy of the importance of providing supports to parents, caregivers, and their children remain constant throughout.

Resource programs serve as a venue for reaching the larger population of parents, caregivers and professionals of varying social, economic and ethnic backgrounds who may not yet be linked with other services, and provide an entry point for referrals.

17.3.0 History

Table 17.1 provides an overview of the history of resource centres in Hamilton-Wentworth.

Table 17.1

History of Resource Centres in Hamilton-Wentworth

Conception - Association of Early Childhood Educators, Ontario

- | | |
|------|--|
| 1973 | Conception; first non-funded centre; New Dimensions, Hamilton |
| 1981 | Ministry interaction; first Ministry funded centre. Queenston Parent-Child Drop-In Centre |
| 1983 | The purpose of Ministry funding was extended to include supports to parents. Funding for Seven Towers Resource Centre; Ryerson |
| 1985 | Funding for Brighter Future Family Centre and Family Life Program Toy Lending Library received |
| 1986 | Funding received for Roxborough Family Support Resource Centre and Children's Corner Drop-In Centre; Grace Haven and Mountain locations |
| 1987 | Founding of the Resource Centre Network
Funding for Kiwanis Parent-Child Resource Centre
Representation on Special Needs Preschoolers Network |
| 1988 | Funding for Victoria Park Family Drop-In Centre received
Funding for Hamilton District Council of Co-operative Preschools Corporation Early Childhood Resource Centre received |
| 1989 | Conception; Non-funded centre, Moms and Tots, Ancaster
Funding for Carlisle Pals and Freelon Pals received
Funding for Seven Towers Mobile Toy Lending Library expanded to include community locations |
| 1991 | Funding for St. John's Community Support Programs received
Action for Caregivers Project initiated |
| 1992 | Resource Centre Network member voted onto the TLRC Ontario steering committee
First Annual Caregivers Conference |
| 1993 | Resource Centre Network representation on the Child Care Advisory Committee
Funding for Kiwanis Parent-Child Resource Centre; King and Sanford |
| 1994 | Funding for Seven Towers Resource Centre - Hill Park received
Resource Centre Network representation on the Special Needs Preschooler Network |

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17.4.0 Ministry Funded Resource Centres

The Ministry has recently released the document Child Care Resource Centre Policy (Spring 1994) which clarifies the government's position on the role of resource centres.

The mandate of the Ministry of Community and Social Services Resource Centre program is that:

"Child care resource centres provide a range of support services to caregivers of young children in their caregiving role"³

The primary focus of child care resource centre programming is on caregivers caring for young children. Caregivers include people caring for their own children, people caring for a small group of children and people affiliated with a licensed home child care agency.

The Program Objectives are:

1. To enhance the quality of care provided in unregulated child care arrangements.
2. To provide information necessary for parents and other caregivers to make informed choices about child care arrangements.
3. To enhance the interaction between children and their parents and other caregivers.

To achieve these objectives, support services may include drop-in programs, resource lending libraries, playgroups, training opportunities and educational workshops, child care information services, child care listing services, short-term contracted child care, and start up help for caregivers.

The program mandate describes the range of services eligible for care funding. Before receiving child care funding, all child care resource centres must demonstrate their ability to provide basic child care information to caregivers offering care. Not all child care resource centres, however, will be required to meet each of the program objectives identified. In communities with more than one child care resource centre, service coordination and collaborative planning will ensure a range of services offered.

While all Ministry funded services must fit within the outlined mandate and objectives, Boards of Directors of the Resource Centres may choose to deliver additional services with funding from other sources.

17.4.1 Ministry Funded Resource Centres in Hamilton-Wentworth

There are 15 Ministry funded resource centre sites in Hamilton-Wentworth. All of the following centres are operated by a non-profit Board of Directors. These include:

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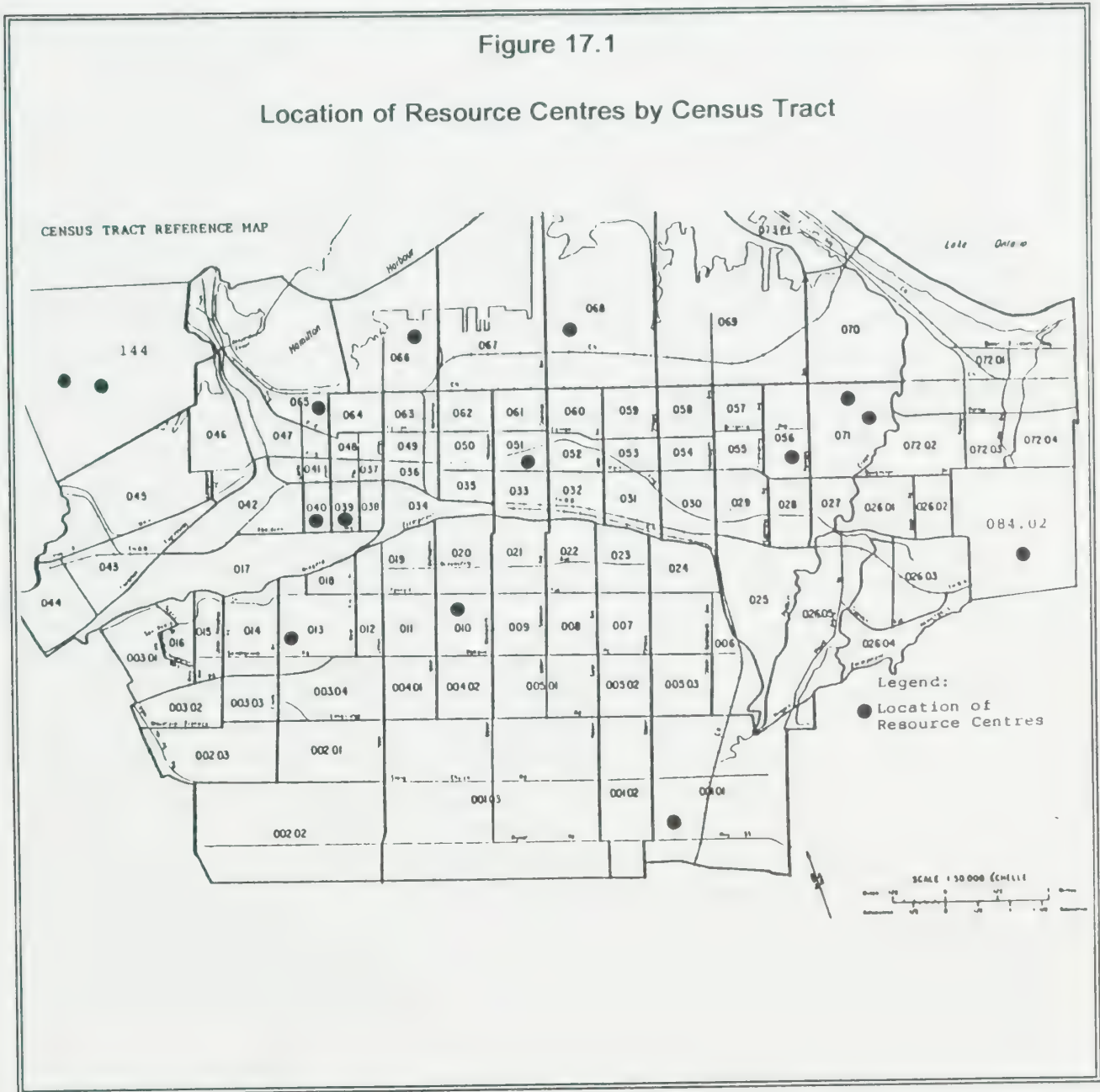
- Brighter Future Family Centre
- Family Life Program Toy Lending Library
- Kiwanis Parent-Child Resource Centre - King/Sanford
- Kiwanis Parent-Child Resource Centre - Barton
- Roxborough Family Support Resource Centre
- Queenston Parent-Child Drop-In Centre
- Victoria Park Family Drop-In Centre
- Children's Corner Drop-In Centre, Hamilton-West
- Children's Corner Drop-In Centre, Hamilton Mountain
- Seven Towers Resource Centre, Ryerson
- Seven Towers, Hill Park
- Hamilton and District Council of Co-operative Preschools Corporation; E.C.E. Resource Centre
- Carlisle Pals
- Freelton Pals
- St. John's Community Support Programs

Figure 17.1 provides the geographic location of the 15 resource centres.

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Figure 17.1

Location of Resource Centres by Census Tract



17.4.2 Services

Resource centres are another means of providing information, public education and awareness pertaining to child care. Child care resource centres originated in the early 1980's for the primary purpose of providing support to the unregulated home child care sector. Today, resource centres have broadened their mandate to include caregivers providing care with licensed home child care agencies and parents. A wide variety of services are available through resource centres from toy and resource lending libraries, training workshops, playgroups and/or drop-in programs.

Resource centres were designed to provide a welcoming environment for caregivers, parents and children to interact, socialize, and learn from others and through opportunities made available at

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the centre. In order to provide additional insight into the educational aspects offered through resource centres, the following activities are outlined:

- Playgroups - session that offers children the opportunity to learn through play; the ability to try new toys and activities with parents and/or caregivers.
- Toy and Resource Lending Libraries - offer parents, caregivers and children the opportunity to borrow educational-based learning materials; similar to the lending of books from the public library. It provides the opportunity for children to borrow and learn from toys that may not necessarily be available to them in their home setting without the additional expense to parents and caregivers. Resource books, videos and other materials are available for loan to caregivers and parents on a wide variety of topics specific to child care and parenting.
- Training and Educational Workshops - offers a variety of methods where caregivers and parents can access information to enhance their personal and/or professional growth and development. This can be offered through newsletters, pamphlets etc. circulated at the resource centre or through structured group sessions with guest speakers and/or use of audio-visual materials.
- Networking and Support Groups - resource centres may offer this type of support to parents and caregivers through their service or have information on where this can be accessed within the community. This format offers participants the opportunity to socialize, as well as share information and experiences.
- Drop-in Programs - provides an informal setting where children can access a variety of age-appropriate toys and learning materials and engage in play with peers. It allows parents and caregivers the opportunity to observe children's interactions with other peers/adults, level of play and skill development. It also offers parents and caregivers the opportunity to discuss child related issues with other adults/staff. This provides caregivers and parents with another avenue to attain assistance and support.

Services provided to parents, caregivers and professionals can be categorized into three groups as follows.

1. Ministry Funded and Available in Hamilton-Wentworth
 - Lending library
 - Drop in
 - Caregiver education
 - Child focused Adult/Caregiver groups
 - Adult Resource Library

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2. Within Ministry Mandate but Not Currently Available in Hamilton-Wentworth
 - Child care registry
 - Relief/respite
 - Warmline
 - Playgroup
3. Available in Hamilton-Wentworth in Some Resource Centres Through Sources of Funding other than Ministry
 - Clothing exchange
 - Food banks
 - Magazine/Coupon exchange
 - Lunches/Life skills
 - Adult/Caregiver groups (topics of interest to adults)
 - Photocopy use
 - Home visits

All of the Ministry funded resource centres in Hamilton-Wentworth offer toy lending, 14 offer parent/caregiver drop-in and 14 offer educational groups and workshops to parents and caregivers. Many provide space enabling volunteers to coordinate activities such as clothing exchange, lunch preparation or babysitting exchange.

The services offered by resource centres vary both in terms of the range of services provided and the hours of operation. For example, in Hamilton-Wentworth, the hours of operation for resource centre programs are from two mornings per week to five days per week. Resource centre hours are varied with morning sessions ranging from 9:00 a.m. to 12:30 p.m. Four of the 14 resource centres are open five mornings per week in between the hours of 9:00 a.m. to noon. Ten resource centres offer service during afternoons with half of these centres open two afternoons per week during the hours from 1:00 p.m. to 4:30 p.m. Eight resource centres offer evening activities on an irregular basis with one resource centre offering regular evening hours between 3:00 p.m. and 7:00 p.m., to a maximum of three evenings per week.

17.4.3 Utilization

This section provides the findings of the survey of parents/caregivers/professionals who utilized Ministry funded resource centres between April 11 to April 22, 1994. The purpose of the survey was to address the following questions:

- Who is using resource centres and what is their relationship to the child or children in their care?
- Where does the individual provide care for the child or children in their care?
- What language does the caregiver prefer to receive service?
- How far are caregivers travelling to use the resource centres?
- What services are they using?

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A total of 1,352 questionnaires were completed by parents/caregivers/professionals during the data collection period.

The following table provides a breakdown of "who" used a resource centre during the data collection period. The questionnaire asked the respondent to indicate what their relationship to the child or children in their care was on the day that they utilized a resource centre.

Table 17.2 Resource Centres: Relationship to the Child or Children in Your Care	
Relationship	Number Who Utilized a Resource Centre
Child's/children's parent	925
Home child care provider	132
Child's/children's parent and home child care provider	127
Early Childhood Educator	103
Family member other than parent	27
Child's/children's parent and Early Childhood Educator	4
Other	32
Not specified	2
Total	1352
Note - "Other" category includes guests (e.g. to Open House) and students. - Home child care provider refers to both unregulated home child care providers and providers with a licensed home child care agency. Source - A.A.T.D., Survey of individuals who utilized Ministry funded resource centres between April 11 and April 22, 1994.	

During this two week period, 68 per cent of the individuals who utilized a Ministry funded resource centre were parents, 10 per cent were home child care providers and nine per cent were both parents and home child care providers. Eight percent of the individuals who utilized resource centre services during this time frame were Early Childhood Educators.

Eighty-four percent of the individuals who utilized a resource centre during the data collection period indicated that they provide care for the child/children in their own home.

When the respondents were asked what language they prefer to receive services, 97 per cent indicated English. Less than 10 individuals responded with other languages including German,

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Arabic, Polish, Spanish, Vietnamese, Croatian, Serbian and Romanian.

Postal codes of the residence where care is being provided for the child/children were collected to get a sense of how far people are travelling to utilize resource centres. The units of measure used to analyze the data are census tracts. For the most part, census tracts encompass about one square kilometre, however, they are not uniform or standardized with some census tracts measuring two or more square kilometres. Table 17.3 indicates the distance between the location where care is being provided and the resource centre for the parents/caregivers and professionals who utilized a Ministry funded resource centre between April 11 and April 22, 1994.

For the purposes of the distance travelled to resource centres, the centres have been categorized as follows:

1. Resource centres located in the City of Hamilton.
2. Resource centres located in the surrounding municipalities. These centres have been analyzed separately since many of the census tracts in outlying areas are larger than those in the City of Hamilton. The resource centres in this category include: Carlisle Pals, Freelon Pals and St. John's Community Support Programs.
3. The resource centre operated by the Hamilton and District Council of Co-operative Preschools Corporation has been pulled out separately since this E.C.E. resource centre provides resources primarily to adults, i.e. E.C.E.'s, parents, caregivers.

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Table 17.3

Resource Centres: Distance Travelled to Resource Centre

Distance	Resource Centres located in the City of Hamilton	Resource Centres located in the surrounding municipalities	E.C.E. Resource Centre
With the same CT as the Res Ctr	19.0%	66.4%	0.0%
Within one CT	23.0%	11.0%	2.3%
Within two CT	20.0%	13.1%	0.0%
Within three CT	9.0%	0.0%	11.4%
More than three CT	30.0%	9.8%	86.3%
<p>Notes - CT refers to census tract.</p> <p>- The category of Centres located in the surrounding municipalities include: Carlisle Pals, Freelon Pals, and St. John's Community Support Programs.</p> <p>- Census tracts located in surrounding municipalities generally exceed one square kilometre.</p> <p>- "Distance" indicates how far individuals travelled to the resource centre.</p> <p>- Refer to page 157 for map of Resources Centres by census tract.</p> <p>Source - A.A.T.D. Resource Centre Survey, April 11 to April 22, 1994.</p>			

Parents/caregivers and professionals were also asked what services they used on the day that they visited the resource centre. Seventy-nine per cent indicated that they used the drop-in, 32 per cent used the toy lending library, 26 per cent attended parent/caregiver support and education, 24 per cent utilized special activities and services, and 11 per cent used other services which included lunch and clothing exchange. Table 17.4 provides a breakdown of the services used during this two week period by the relationship of the individual to the child/children in their care.

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Table 17.4

Resource Centres: Services Utilized

Relationship to Child/Children	Drop-In	Toy Lending	Parent/Caregiver Support and Education	Special Activities and Services	Lunch	Clothing Exchange
Parent	804	279	209	197	90	14
Home Child Care Provider/Caregiver	108	38	38	23	4	0
Parent and Home Child Care Provider/Caregiver	114	41	43	42	4	9
E.C.E.	2	44	53	43	0	0
Family Member	25	8	1	7	0	0
Parent and E.C.E.	0	2	2	0	0	0
Other	12	17	3	16	0	0
Totals	1065	429	349	328	98	23
<p>Note - "Other" category includes guests (e.g. to Open House) and students.</p> <p>- Home child care provider/caregiver refers to both unregulated home child care providers and providers with a licensed home child care agency.</p> <p>- Based on data collected from 925 Parents, 132 Home Child Care Providers/Caregivers, 127 Parents and Home Child Care Providers/Caregivers, 103 E.C.E.'s, 27 Family Members, 4 Parents and E.C.E.'s, and 32 Others.</p> <p>Source - A.A.T.D., Survey of individuals who utilized Ministry funded resource centres between April 11 and April 22, 1994.</p>						

Eighty-seven per cent of parents reported that they used the drop-in, and another 30 per cent used a toy lending library. Similarly, over 85 per cent of home child care providers used the drop-in, and approximately 30 per cent used the toy lending library and the parent/caregiver support and education. Early Childhood Educators primarily participated in the parent/caregiver support

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and education or used the toy lending library.

17.4.4 Funding

Resource centres receive 100 per cent funding from the Ministry of Community and Social Services for Ministry approved services. Resource centre budgets vary, ranging from a low of \$19,000 to \$116,000 yearly. In 1992-93, the total resource centre funding was \$540,300, or 3.4 per cent of the total funding for child care in Hamilton-Wentworth.

Sources of funding for services beyond Ministry funded services include:

• Provincial Government	14 resource centres
• Memberships	8 resource centres
• Fundraising	7 resource centres
• Private Donations	7 resource centres
• User Fees	4 resource centres
• Regional Government	3 resource centres
• Corporate	4 resource centres
• Local Government	2 resource centres
• Services in Kind	1 resource centre
• Federal Government	1 resource centre
• Special Events	1 resource centre
• Other	3 resource centres

In terms of staffing, full-time equivalents in Ministry funded resource centres range from 0.6 to 3.1.

17.4.5 Identification of Issues

Resource centres have noted a number of issues that they are facing as a child care support service. These issues include the following:

- Lack of community collaboration and development regarding the role of resource centres
- Many are in "borrowed space" requiring them to move equipment and toys at start and end of each drop-in session
- No warm line, child care registry or respite/relief funding available at this time⁴
- All services are not available in all geographic areas of the Region
- Some centres must turn people away from drop-in because they are filled to capacity
- Programs rely on support of volunteers - who move on
- Isolation
- Turnover of board members, and the impact this has on the cohesion of the centre
- Caregiver outreach
- Lack of administration time to support student placements
- Opportunities for professional development.

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17.4.6 Ministry Goals

In terms of resource centres, the Hamilton Area Office of the Ministry of Community and Social Services is committed to:

- Ensuring that a range of child care support services are available in Hamilton-Wentworth.
- Expanding Resource Centre services to additional geographic areas within Hamilton-Wentworth.
- Enhancing supports available for unregulated home child care providers.
- Providing opportunities for staff/board training.
- Continuing support of the Resource Centre Network.
- Ensuring that any new funding must be used in conjunction with the development of supports to the unregulated sector - and focus on attracting caregivers to the program.
- Determining an effective model for the provision of a warmline service for the Hamilton-Wentworth Region.

17.5.0 Resource Centres Not Funded by the Ministry

In response to community needs other resource centre like services, which are not funded/mandated by the Ministry have been established throughout Hamilton-Wentworth.

It is not possible to ascertain the number of resource centres non-funded by M.C.S.S., due to the broad range of activities offered informally in the community. An informal telephone survey was conducted with some of these resource centres to obtain some information about their programs and services.⁶ The following provides some general information about the nature of these programs.

- Services provided to parents and caregivers generally include such things as parent/caregiver groups, storytime, crafts, refreshments and relief.
- For the most part, these programs are primarily unstructured with some providing special activities and organized special events.
- The location of these programs varies, for example, parish halls, church basements, community centres, etc.
- Generally, services are offered one day per week, with most available in the mornings only.
- The majority of these programs run from September to June, with no programming during the summer months.
- Most of these programs have no fees.

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17.6.0 Hamilton Area Resource Centre Network

The Hamilton Area Resource Centre Network originated in 1987 when two resource centres, Children's Corner Family Resource Centre and Drop-In, and Queenston Parent/Child Resource Centre, began networking on an informal basis.

The network is comprised of 19 representatives from 18 resource centres including two from the Brantford area and one from the Six Nations Reserve who meet on a monthly basis to:

- exchange information
- provide opportunities for problem identification and resolution
- provide support
- link with the A.A.T.D. Child Care Advisory Committee, Special Needs Preschoolers Network and the Ontario Association of Family Resource Programs
- review of Ministry policies, funding, mandate etc.
- program development.

In the past year, the network has expanded significantly. It has formalized its structure to include a chairperson, secretary and membership committee and is now working on the development of a vision statement.

Membership Representation:

- Resource Centres
- Ministry of Community and Social Services
- A.A.T.D. Child Care Advisory Committee
- Special Needs Preschoolers Network; a sub-committee of the A.A.T.D. Child Care Advisory Committee
- Ontario Association for Family Resource Programs
- Action for Caregivers

Over the years, the Network initiated and completed many projects including a Network brochure, a display kit and the Action for Caregivers Project. Also the Network continues to provide professional development days to its members.

17.7.0 Action for Caregivers

Action for Caregivers is a project established to support unregulated home child care providers. This project provides continued information, education, training, support and other general services to unregulated home child care providers in the Hamilton-Wentworth Region and surrounding area. Since 91.5 per cent of children are in child care arrangements situated with unregulated home child care providers, such services are vital links to ensuring quality care. Leadership is provided through a steering committee comprised of representatives from resource centres, unregulated home child care providers, Regional Social Services and the Ministry of Community and Social Services. This project operates on a contractual basis and has just been

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renewed for its third year, i.e. to March 1995.

Project Objectives are:

- To improve the quality of child care offered through the unregulated home child care system by offering information and support.
- To encourage the unregulated home child care provider to participate in resource centres and toy lending programs.
- To reduce caregiver isolation.
- To enhance the self-esteem of caregivers.
- To increase professionalism in the unregulated home child care sector.
- To inform caregivers of community events.
- To continue to document and service the needs of caregivers.
- To encourage resource centres/toy lending libraries to adapt services to meet identified needs, e.g. special sessions for caregivers, more neighbourhood based groups, in-home support.
- To co-ordinate the Caregivers Conference
- To produce a bi-monthly newsletter entitled Quiet Times

Endnotes:

1. Association of Family Resource Programs in Ontario. Information Sheet 1. 1993.
 2. Ibid.
 3. Ministry of Community and Social Services. Child Care Resource Centre Policy, Spring 1994. p. 2.
 4. A warm line is a service that providers can contact for information, guidance and support to assist them in their role of caring for children.
 5. The following non-funded programs were contacted: Moms and Tots - Cavalry Pentecostal Tabernacle Church, Story Hour/Little Lambs - Ancaster Christian Reformed Church, Story Hour - Immanuel Christian Reformed Church, Salvation Army, New Dimensions, Melrose Church, Hamilton Public Libraries.
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SECTION 18.0

RECREATION

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18.0 RECREATION

This section will provide a general overview of the recreation sector focusing solely on services available to children and its relationship to child care.

18.1.0 Definition of Terms

Recreation can be described as activities or opportunities that offer leisure, enjoyment, physical activity, skill development and healthy well-being.

18.2.0 Overview of Recreational Programs in Hamilton-Wentworth

Recreation is a multi-faceted area that encompasses a vast array of varying types and levels of programs and services for children. Programs can be broken down into four main categories:

- extra-curricular activities
- seasonal programs
- programs that provide a speciality focus
- licensed school age programs

It is important to note that as licensed school age programs has been discussed previously in this report it will not be presented in detail within this section. Please refer to School Age Child Care in the profile for additional information pertaining to this area.

It is not our intention to identify each type of recreational program that is currently available in the community but a sampling of services that are included within this comprehensive sector will be outlined.

Extra-curricular activities can include sports and clubs provided after school hours as an extension of the school system or can refer to aquatic, gymnastic, dance, arts and crafts and martial arts programs offered through a recreational type facility.

Seasonal programs refer to services that are designed to meet the needs of children and families during school holidays. This may include programs that operate during professional development days, Christmas and/or March break and for the summer. Summer programs may operate for a one or two week time period or for the duration of the summer holidays. Programs offered include structured day camps, supervised playground programs, overnight or out-trip camps.

Speciality programs are sponsored by a number of organizations within the Hamilton-Wentworth community such as Theatre Aquarius, The Children's International Centre, the Art Gallery of Hamilton and the Hamilton and Region Conservation Authority. Programs are generally based on a specific theme and offer children the opportunity to experiment with and experience an area of interest (i.e. art, music, theatre, nature etc.).

Licensed school age programs offer child care on professional development days, March and

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Christmas break and during summer school holidays. School age programs are designed for children between five and 12 years of age.

In addition to the programs outlined, there are several organizations whose primary focus is providing recreational services to the Hamilton-Wentworth community. They include:

- Y.M.C.A.
- Y.W.C.A.
- Kiwanis Boys' and Girls' Club
- Catholic Youth Organization (CYO)
- Black Youth Achievements of Hamilton and Region Inc.
- Jewish Community Centre
- Hamilton-Wentworth Housing Authority
- Municipal Department of Parks and Recreation

18.3.0 Municipal Parks and Recreation Programs

There are a variety of programs offered for children by the municipal parks and recreation department in the cities of Hamilton and Stoney Creek and the Towns of Ancaster, Dundas and Flamborough. Currently, no recreational programs for children are offered in the Township of Glanbrook.

The type of programs and age ranges serviced varies in each municipality. Summer day camp programs are offered in five of the municipalities within Hamilton-Wentworth. Some of the programs offered include:

- **Preschool Camp**
 - generally offered to children between 2 1/2 and 5 years. Programs may operate for a half and/or full day offering one or two week block sessions. Programs may operate from one location for the duration of the summer or travel to different locations within the municipality.
- **Adventure/Activity Camp**
 - programs are usually offered to children in the age range of five to 12 years. Camps may focus on a specific theme such as theatre, sports, arts and crafts, or provide varied programming. Programs may operate on a half day or full day basis. Some programs provide pre and post supervision in conjunction with the full day program. Sessions are offered in one or two week block periods and programs may travel to various locations within the municipality.
- **Travel Van Programs**
 - this type of program travels to different locations in the municipality offering a half day session of activities to children. The program may offer activities for

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preschoolers as well as school age children. Generally, this program operates with two staff members.

- **Supervised Playgrounds**
 - this program is offered in one municipality for children between five and 12 years. It operates during the months of July and August for both morning and afternoon sessions. It offers children the opportunity to participate in park games, crafts, and carnivals; providing a fun experience for children in their neighbourhood.

Other recreational programs offered in some municipalities in Hamilton-Wentworth include camps based on a sport such as soccer or tennis and summer bus trips to local attractions. These programs are generally available to children between five and 15 years. Cost and ratio of adults to children vary depending upon the age of the children and type of program.

18.4.0 Recreational Programs offered through Community Organizations

There are a number of organizations in the Region whose primary focus is providing recreational programs to the community. These organizations offer a wide variety of services including:

- instructional sports programs - swimming lessons, basketball, handball, baseball, T-ball, three pitch, softball, indoor soccer, gymnastics etc.
- programs that are geared to a specific activity - dance, karate, cooking, pottery and arts & crafts
- programs for children in the infancy, toddler and preschool age group - aquatic, gymnastics, gym & swim, crafts etc. Programs are geared to a specific age range and may require parent participation depending upon the child's age and type of program.

Other services available through these organizations include professional development day programs for school age children, special events, outings, summer day camps and summer residential camp programs.

18.5.0 Summary of Recreational Programs in Hamilton-Wentworth

Recreational programs are located throughout the Region and vary in terms of the physical space used. Programs are offered at school locations, recreational facilities, community centres, municipal parks, and conservation areas. Some recreational programs offer daily transportation and others require the parents to drop off and pick up their child.

Most day camps and recreational programs offer an integrated approach to children with special needs. Some programs that service children with special needs have lower adult/child ratios or provide one-to-one support. One organization in the Region offers a specialized program for children with special needs who are five years of age and older.

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Depending upon the type of recreational program, hours offered, length of the program and cost varies. Programs may operate anywhere from one hour, to half a day, full day, to weekly summer residential programs. Christmas and March Break programs are offered by community organizations and municipal parks and recreation programs. Summer day camp programs operate between 7:30 a.m. to 6:00 p.m. with the core program generally offered between 9:00 a.m. and 4:00 p.m. Fees for day camps range from \$40.00 to \$110.00 per week/per child.

Summer residential programs are offered in local conservation areas and in northern parts of Ontario. Bus transportation to and from the camp may be available. Fees for summer residential programs range between \$180.00 to \$360.00 per week/per child. These programs are offered to children in the five to 16 year age range.

Families accessing licensed programs in need of financial assistance are eligible to be needs tested for subsidy through the Regional Social Services Department. Financial assistance is also provided to families through private fundraising campaigns and the Hamilton Spectator Summer Fund.

18.6.0 Relationship of Recreational Programs and Child Care

Recreational programs form a piece of the fabric that brings together children's services and meets the needs of families that are interested in accessing activities and care for their children, in addition to, or in place of licensed child care.

Recreational programs offer children the choice of trying a variety of activities in which they may demonstrate an interest. They provide children with the opportunity to learn new skills and further enhance their skill level in other areas of development. Recreational programs provide children with challenge, adventure, and the chance to develop co-operation, trust, and problem-solving skills. The development of these skills heightens a child's self-esteem and assists them in establishing positive relationships with peers and adults and provides the framework for effective teamwork to occur.

As previously stated, Child Care Reform in Ontario - Setting the Stage, (1992) stresses the importance of achieving a comprehensive network of services for children that encourages community partnerships. Recently, the Ministry of Community and Social Services implemented several pilot projects which offered a blended program of recreation and child care for school age children. The projects demonstrated that collaboration between community agencies and sectors can create programs which are less strictly regulated and offer greater flexibility.¹

Endnotes:

1. Ministry of Community and Social Services. Child Care Reform in Ontario - Setting the Stage. Background Paper #6: School Age Child Care. February 1994 p.4.

SECTION 19.0

BOARDS OF EDUCATION

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19.0 BOARDS OF EDUCATION

19.1.0 Overview

This section will provide an overview of the Boards of Education in the Regional Municipality of Hamilton-Wentworth; specifically in relation to services provided to young children and linkages which have been established between the education and child care sector.

In Hamilton-Wentworth there are three Boards of Education, they are:

- Hamilton Board of Education
- Hamilton-Wentworth Roman Catholic Separate School Board
- Wentworth County Board of Education

It is important to note, that all three Boards of Education have an existing and continuing relationship with the A.A.T.D. Child Care Advisory Committee. The Hamilton Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board are active members of the A.A.T.D. Child Care Advisory Committee. The Wentworth County Board of Education is a corresponding member of the Advisory Committee.

19.2.0 Definition of Terms

In Ontario, children are eligible to attend the following programs based on the guidelines outlined:

Junior Kindergarten - children must be four years of age by December 31st of that school year. (optional program)

Senior Kindergarten - children must be five years of age by December 31st of that school year.

19.3.0 Provincial Initiatives

As previously stated, the provincial government supports a holistic approach to the provision of services to children and families. The government as outlined within Child Care Reform in Ontario - Setting the Stage (1992) identifies the need to expand and strengthen linkages between child care and other children's services sectors.¹ This would ensure continuity of care to children, allow for more effective use of existing resources and assist families to meet their individual child care needs.²

In 1987, the provincial government mandated that new school buildings must include space for child care programs.³ This initiative was further amended to apply to new schools built with government funds that offer primary and junior programs and funding would only be available to secondary schools that were able to substantiate the need for a child care service in their community. It has also been legislated that all school boards in the province must implement junior kindergarten programs. Plans for the implementation of junior kindergartens vary from

region to region.

According to the Child Care Reform document one-third of all child care centres are now located in school buildings.⁴ The Ministry of Education has also initiated a public consultation process on The Early (School) Years.⁵ The results of this process in conjunction with child care reform may have an impact on the role and distribution of responsibilities between the Ministry of Education and Ministry of Community and Social Services.

19.4.0 Hamilton Board of Education

As of June 1994, the Hamilton Board of Education had 2,518 children enrolled in junior kindergarten and 2,783 children enrolled in senior kindergarten. There are a total of 62 elementary schools under the jurisdiction of the Hamilton Board of Education.⁶

The Hamilton Board of Education offers both junior and senior kindergarten programs in all elementary schools. All children who meet the age requirement and reside in the City of Hamilton are eligible to attend.

The junior and senior kindergarten programs operate for half day sessions during the school year. Class sizes are determined under the Collective Agreement for the Hamilton Board of Education and are as follows:

- Junior Kindergarten - maximum of 22 children
- Senior Kindergarten - maximum of 28 children
- Junior and Senior Kindergarten combined - maximum of 25 children⁷

Most junior kindergarten classes have an educational assistant in addition to the classroom teacher. Programs are developed by the Hamilton Board of Education in response to the Ministry of Education and Training directions.

The Board has approved a Child Care Policy that states:

The Hamilton Board of Education endorses the value of child care in the school system and affirms its commitment to the delivery of high quality service, as stated in the shared philosophy statement of the Primary-Junior/Child Care Programs: "Children learn by doing; children learn by interaction; children learn at their own rate". Child care centres will support families, will be compatible with school programs, and will endeavour to meet community needs.⁸

In response to the Early Years Consultation process, the Ministry of Education and Training is developing Early Years Program directions. The draft discussion paper endorses programs based on principles of child development, play as the key vehicle for learning and involvement of parents and community partnerships. The Hamilton Board of Education is currently designing a new

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kindergarten handbook, New Beginnings to reflect these program directions.

There are seven child care centres that are operated by the Umbrella Family and Child Centres of Hamilton that are located in the Hamilton Board of Education schools. The Umbrella Board is a non-profit corporation administered by a community-based board. Linkages have been developed between the Hamilton Board of Education and the Umbrella Board. Presently, there are three Umbrella Board child care centres located in high schools and a strong curriculum link has been developed with the Family Studies Department and parenting programs. There are four Umbrella Board child care centres located in elementary schools. Similarly, a curriculum link has been developed with the kindergarten programs. The Early Years Partners group offers joint in-service training for staff in both kindergarten programs and child care centres for the purpose of enhancing and strengthening the partnership between the two sectors.

In addition, there are two co-operative nursery schools and twelve before and after school programs located in Hamilton Board of Education elementary schools. There is also one child care centre that provides infant care in order that teenage parents can have the opportunity of completing their education.

The Hamilton Board of Education operates and funds two community schools which offer recreational, social and educational after school and vacation programs for children and families. Nutrition programs are offered on an as needed basis by the school social worker and/or school staff in conjunction with the Public Health Department. The Hamilton Board also rents space to 110 recreation groups which operate weekly programs during after school hours.⁹

19.5.0 Hamilton-Wentworth Roman Catholic Separate School Board

The Hamilton-Wentworth Roman Catholic Separate School Board offers both junior and senior kindergarten in all 53 elementary schools. As of April 1994, there were a total of 1,719 children enrolled in junior kindergarten and 1,869 children enrolled in senior kindergarten.¹⁰

The Separate School Board gives admission priority to separate school rate payers who reside within the defined school boundaries. Separate school rate payers who reside outside of the defined school boundaries may apply for out of boundary admission. Families who are not separate school rate payers may apply for non-Catholic admission and if applicable out of boundary admission also. The spaces within the junior and senior kindergarten programs are filled based on this priority basis.

The junior and senior kindergarten programs are offered for half day sessions and operate on the school year calendar. It is important to note that the Separate School Board has adopted the term "Early Childhood Education Program" in place of the phrase junior kindergarten. The maximum class sizes are currently as follows:

- Junior Kindergarten - 21 children

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- Senior Kindergarten - 23 children
- Junior and Senior Kindergarten combined - 21 children¹¹

The need for an educational assistant to provide additional support to a classroom with a child with special needs is determined on a case by case basis.

The Hamilton-Wentworth Roman Catholic Separate School Board has accepted the teaching model "Doing, Being and Growing Together" which emphasizes the importance of offering children opportunities to learn through child play centres. The model is also based on the philosophy that children learn at their own individual rate.

The Hamilton-Wentworth Separate School Board strongly supports initiatives regarding the establishment of child care centres in schools. Currently, there are six child care centres in elementary schools and one located in a secondary school that are under the Separate School Board's jurisdiction. A child care centre is scheduled to open in a new elementary school in the Fall of 1994. Two additional child care centres that will be located in secondary schools are projected for September 1995. Another elementary school has also received Ministry approval for the establishment of a child care centre.

The child care centres located in elementary schools are licensed for children 2 1/2 to 12 years of age. The centre located in the secondary school provides care to infants, toddlers and preschoolers.

The five original child care centres established in separate schools are operated by a community-based, not-for-profit Board of Directors. The other three centres are operated by an umbrella corporation, the Hamilton-Wentworth Catholic Child Care Centres Inc. This non-profit Board is composed of school board and community representatives. It is anticipated that all new centres opened in separate schools in Hamilton-Wentworth will be operated by this umbrella corporation.

The Separate School Board encourages the development of a strong partnership between the child care centre, school, home and parish. The school personnel and child care centre staff work together to assist children and their families. The staff from both the school board and child care centres co-operate in planning programs for children and in sharing information and resources.

19.6.0 Wentworth County Board of Education

The Wentworth County Board of Education serves the City of Stoney Creek, the Towns of Ancaster, Dundas and Flamborough and the Township of Glanbrook.

There are a total of 40 elementary schools and 6 secondary schools under the jurisdiction of the Wentworth County Board of Education. As of April 1994, there were 1,155 children enrolled in senior kindergarten.¹²

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Endnotes:

1. Ministry of Community and Social Services. Child Care Reform in Ontario - Setting the Stage. 1992 p.23.
 2. Ibid.
 3. Ministry of Community and Social Services. Child Care Reform in Ontario - Setting the Stage. 1992 p. 9.
 4. Ibid. p. 35.
 5. Ibid. p. 9.
 6. Information obtained from the Hamilton Board of Education.
 7. Ibid.
 8. Ibid.
 9. Ibid.
 10. Information obtained from the Hamilton-Wentworth Roman Catholic Separate School Board.
 11. Ibid.
 12. Information obtained from the Wentworth County Board of Education.
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SECTION 20.0

**TRAINING PROGRAMS IN
HAMILTON-WENTWORTH**

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20.0 TRAINING PROGRAMS IN HAMILTON-WENTWORTH

20.1.0 Overview

This section will provide a general overview of the training opportunities available to child care providers within Hamilton-Wentworth. There are many avenues in which training can take place including the formal education system, in-service training within a group or agency, through resource centres, the public library and from personal experience. Today, emphasis is often placed on the importance of continuous or "lifelong" learning and the need to integrate experiences and skills from our personal lives, our education and our career.

One of the four principles of child care reform identifies "quality as the cornerstone of the child care system".¹ It further states that quality indicators include services that are geared to the age and developmental level of each child, are provided by trained and experienced caregivers, allow parents the opportunity to participate in decisions regarding their child's care and that are provided in a manner that is sensitive to the individual needs of children and families.² Quality child care programs enhance the child's social, emotional and physical well-being. Early intervention and education programs often provide the necessary assistance and support to young children and their families which may prevent more serious and costly problems from developing in the future.

In the process of reforming the child care system, the government is considering changes to the current legislation related to educational and training requirements for Early Childhood Educators (E.C.E.). One of the proposed changes is the need for additional training opportunities in the area of management and administration for senior child care staff. Consideration is also being given to the type of education and training that would be appropriate for staff working in school age programs and the training requirements that would be beneficial for staff working with children with special needs.³ Furthermore, the government is studying the differences between E.C.E. training and qualifications required for teaching in the elementary school system.⁴

For the purposes of this report, Mohawk College, the Hamilton and District Council of Co-operative Preschools Corp., the Association of Early Childhood Educators, Ontario and the United Way of Burlington, Hamilton-Wentworth will be reviewed. It should be noted that several other organizations provide training sessions and education to the child care community and will be discussed in another section of this report. They include the:

- Association of Agencies for Treatment and Development
- Community Information Service of Hamilton-Wentworth
- Regional Municipality of Hamilton-Wentworth

In Hamilton-Wentworth, we are also fortunate to have access to the wealth of information, resources and further educational opportunities offered through McMaster University.

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20.2.0 Mohawk College

Mohawk College has offered the Early Childhood Education Program since the late 1960's.⁵ The E.C.E. Program is offered both at the Hamilton campus and Brantford campus. The Hamilton campus offers the program through both full-time and part-time studies. It is a two-year program, which through a combination of academic and practical experience, develops the students skills in the following areas:

- studies and guides the development of young children
- provides program experiences which fosters perception, responsibility, curiosity, imagination and skills in each individual child
- recognizes and meets the needs of children and their families
- establishes communication with community agencies
- promotes public awareness of the necessity for early childhood and family life education in the community.⁶

Upon graduation from the Early Childhood Education program, students are qualified to work with young children from birth to twelve years, and their families in a variety of settings.

As an extension of the E.C.E. diploma program, Mohawk College offers the Resource Teacher Training certificate program through the continuing education department. The program consists of in-class sessions and field placement experiences focusing on demonstrations, discussions and lectures regarding the support of child care staff in programming for children with special needs. This certificate program builds on the foundation students have already gained through the E.C.E. program.

20.3.0 Hamilton & District Council of Co-operative Preschools Corp.

In addition to the Integration Program and E.C.E. Resource Centre that the Council operates, it acts as an advisory board to its member schools offering programs and assistance designed to provide enrichment and stimulation for parents, teachers and children.⁷

There are several services related to the area of training that are available to co-operative preschools which have a current membership with this organization. These services can be broken down into five main categories, membership meetings/workshops, professional development days, assistance to new co-operatives, administration support and newsletters.

General membership meetings are held generally five times throughout the year and are combined with workshops of interest in the area of financial management, administration and organizational matters such as board responsibilities, board/staff relationships, contract negotiations, communications within the organization, payroll administration, etc. Council also provides a forum for co-ops to collaborate on issues of interest to all schools, for example: a working committee was formed to facilitate the 35 member schools to comply with pay equity requirements as a group. These meetings are mandatory for co-operative preschool members

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to attend and Board members are encouraged to participate.

General membership meetings are held generally five times throughout the year and provide information of interest in the area of financial management, administration and organizational matters. These meetings are mandatory for co-operative preschool members to attend and Board members are encouraged to participate.

Professional developmental days are offered to teachers and supervisory staff in member co-operative preschools for the purpose of updating teaching skills, sharing information and keeping abreast of current developments within the Early Childhood Education field.

Assistance is provided to new co-operative preschools primarily in the form of support, guidance, and information. Council will provide one-on-one assistance to the newly-formed board regarding board structure, stewardship responsibilities and financial matters. As well, Council links new co-ops to an existing co-op with a view to setting up a mentor relationship for the first couple of years of operation.

Support and assistance are provided to member co-operative preschools who are experiencing difficulties in the resolution of a conflict situation or specific operational difficulties. This may be provided via the telephone or through attendance at a meeting of the member school. Should a school require ongoing assistance, Council is prepared to work with the Board over a longer period of time with a view of assisting the school in a more detailed administrative reorganization.

Lastly, the Council publishes a newsletter approximately five times per year to coincide with the general meetings. Each member co-operative is requested to participate by providing a brief submission. As well, Council assists the Boards with their stewardship responsibilities through regular communiques to remind members of any current governmental reporting requirements.

20.4.0 Association of Early Childhood Educators, Ontario (A.E.C.E.O.)

Mission Statement:

"To be the leader in promoting the professional development and recognition of early childhood educators, on behalf of children in Ontario."⁸

The philosophy of the Association stresses several key factors which are:

- that the Association must serve and speak for Early Childhood Educators in the province
- that a strong professional association contributes to high quality programs for young children by supporting Early Childhood Educators in their professional growth and development
- commitment to high quality child care programs through the Association's Code of Ethics and High Quality Care Statement.⁹

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In 1950, the Association of Early Childhood Educators, Ontario was established and originally known as the Nursery Education Association of Ontario. The A.E.C.E.O. is concerned with the quality of care and education for young children therefore, it has worked diligently to establish quality standards for the provision of care and to foster the development of relevant training programs.

One of the accomplishments of the Association, was the establishment of a Certification process which was initiated in 1964. This process promotes the concept of individual achievement in child care based on the premise of formal training and practical experience.¹⁰ In addition, the A.E.C.E.O. operates an equivalency process for individuals seeking equivalent status to an Early Childhood Educator based on similar training and past experience. The A.E.C.E.O. provides this on a contract basis for the provincial government.

The Association also strongly advocated in the early 1960's for the development of the two-year Early Childhood Education program offered at community colleges. The course is now a standard requirement for qualification as a professional Early Childhood Educator in the province of Ontario.

The name of the Association has since been changed to the Association of Early Childhood Educators, Ontario.

Other areas the Association has impacted dramatically on is the establishment of the Children's Service Awards and the annual Week of the Child.

In recent years, the Association has taken on the initiative of attaining legislative recognition for Early Childhood Educators. This would directly lead to further enhancement of the quality of child care due to the creation of standardized practices, accountability functions and mandatory professional development.

The Hamilton Branch began with the establishment of two branches, also in 1950 and was initially known as the Hamilton Nursery Education Association.

The Hamilton Branch has been very active within a number of community committees including:

- A.A.T.D. Special Needs Preschoolers Network
- A.A.T.D. Child Care Advisory Committee
- Umbrella Family and Child Centres of Hamilton
- Hamilton District Council of Women
- Queenston Parent-Child Drop-in Centre
- Mohawk College Advisory Committee
- Regional Day Care Task Force
- A.E.C.E.O. Conference '95

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- Week of the Child Committee

The Association of Early Childhood Educators, Ontario currently is comprised of a membership exceeding 2,500 members with 27 branches distributed throughout the province.¹¹ Currently, the Hamilton Branch of the A.E.C.E.O. has approximately 185 members. In addition to the Hamilton Branch, there are local branches in Halton and Niagara.

The Association has strived to ensure ongoing opportunities for training and development are available for professionals in the child care field.

At the local level, the following opportunities are offered:

- four newsletters with informative articles on various topics of interest are distributed per year
- four general meetings are held annually which include guest speakers/lecturers on relevant topics. These meetings are open to the general public
- a full day conference is held each year offering approximately 20 to 30 workshops on a variety of topics pertaining to child care. The conference is also open to the general public.
- during the Week of the Child in October, guest speakers are arranged to provide full or half day training sessions in the community.

At the provincial level, the following opportunities are present:

- four provincial newsletters are produced annually which highlight province-wide issues and areas of interest to Early Childhood Educators
- an annual three day conference is offered in May each year which offers a wide variety of training workshops for professionals in the child care field
- a professional issues symposium is also offered annually.

In addition, the A.E.C.E.O. provides and distributes booklets and information on current issues impacting on the Early Childhood Education field, i.e. Child Abuse Handbook.

There are a number of membership categories offered including professional, associate, student and corporate. Some of the benefits of obtaining a membership are:

- receiving a copy of the quarterly newsletter
- reduced fees for attending the annual conference
- information on other relevant workshops and seminars across the province
- advocacy
- ability to keep abreast of new trends, policy statements and proposed government legislation

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The Association is a non-profit, incorporated and charitable organization primarily funded through membership fees.

Note: The Association for Early Childhood Educators, Ontario and Hamilton and District Council of Co-operative Preschools Corp. are now in the process of collaborating to provide the child care community with an enhanced Professional Resource Centre. The Professional Resource Centre is sponsored by the Association of Early Childhood Educators, Ontario, Hamilton Branch.

20.5.0 The United Way of Burlington, Hamilton-Wentworth Child Care Board Development Project

The Child Care Board Development Project was initiated at the request of the Ministry of Community and Social Services and began in November 1993.¹² The mandate of the Child Care Board Development Project is to:

"provide training and support to the staff and Boards of not-for-profit child care agencies in the Region of Hamilton-Wentworth".¹³

The service is provided at no cost to agencies. The workshops offered are based on the needs identified in interviews with representatives from over 50 per cent of the not-for-profit child care programs in the Region.¹⁴ Since the program's inception, workshops have been provided on the following topics:

- Needs Assessment: How to Access the Strengths and Weaknesses of Your Board
- Board Essentials: How to be an Effective Board Member
- Strategic Planning: From Goal Planning to Implementation
- Team Building
- Conflict Resolution
- Effective Meetings

Funding for the Child Care Board Development Project is provided by the Ministry of Community and Social Services.

Endnotes:

1. Ministry of Community and Social Services. Child Care Reform in Ontario - Setting the Stage. 1992. p.1.
2. Ibid. p.5.
3. Ibid. p. 14-15.
4. Ibid.
5. Information obtained from Mohawk College - Hamilton Campus.

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6. Ibid.
 7. Information obtained from the Hamilton and District Council of Co-operative Preschools Corp.
 8. Association of Early Childhood Educators, Ontario. Brochure.
 9. Association of Early Childhood Educators, Ontario. Brochure.
 10. Ibid.
 11. Association of Early Childhood Educators, Ontario. Brochure.
 12. Information obtained from the United Way of Burlington, Hamilton-Wentworth, Child Care Board Development Project.
 13. Ibid.
 14. Ibid.
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SECTION 21.0

PUBLIC EDUCATION AND INFORMATION

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21.0 PUBLIC EDUCATION AND INFORMATION

This section will provide a summary of the community resources available in the Hamilton-Wentworth Region whose primary function is to provide information and education and has a direct relationship to child care.

21.1.0 Community Information Service (C.I.S.)

Community Information Service provides a "single point of access" to individuals and families seeking information on a wide variety of topics pertaining to government and non-profit agencies. The centre provides information on the above-outlined services that are available in the community of Hamilton-Wentworth. In addition, certain types of information pertaining to the centre's mandate are kept on services available in peripheral areas including Burlington and Haldimand-Norfolk. Generally, this practice only occurs when the information is not available from an alternate source within that community. It is generally felt that the information provided through this organization will result in a public that is better informed about government and other community services.¹ A secondary role of the Community Information Service is the gathering of identified service needs and gaps within the community. The centre presents the identified needs to a committee of the Board of C.I.S. for appropriate action. The service operates on a year-round basis during business hours from Monday to Friday.

As well, C.I.S. is an active participant on the A.A.T.D. Child Care Advisory Committee and provides information to this planning body.

Since Community Information Service opened its doors in 1970, it has responded to over a half a million enquiries. In 1991-92, a total 22,677 enquiries were handled by the centre.² Community Information Service first began as a small manually accessed database and has grown over the years to an automated database which contains over 5,000 records.³ The C.I.S. receives funding from the United Way, Regional Municipality of Hamilton-Wentworth and the Province of Ontario.

For the purposes of this report, emphasis will be placed on the Child Care Information Line that is offered through this agency.

The Child Care Information Line is free and confidential providing telephone information and a referral service pertaining to questions on child care. Information can be accessed through the agency's counsellors by telephone, correspondence or via drop-in visits. The Child Care Information Line serves Hamilton-Wentworth, Brant and Niagara.

Enquiries encompass a variety of topics regarding child care such as:

- child care options and information
- advocacy on child care issues
- legislation and licensing; when appropriate, callers are referred to the Ministry of Community and Social Services
- toy library programs and resource centres

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Table 21.1

**Child Care Information Line
Total Calls for 1993/1994**

1st Quarter: April 19-July 2	256	April 19 - July 2, 1993
2nd Quarter: July 5-October 1	523	July 5 - October 1, 1993
3rd Quarter: October 4-December 31	404	October 4 - December 31, 1993
4th Quarter: January 3-April 1	712	January 3 - April 1, 1994
TOTAL - ALL 4 QUARTERS	1895	April 19, 1993 - April 1, 1994
Source - Community Information Service Hamilton-Wentworth, <u>Child Care Information Line - Total Calls for 1993-94.</u>		

The Child Care Information Line received a total of 1,895 calls during the time period from April 19, 1993 to April 1, 1994, with the highest number of calls to date occurring in the fourth quarter.

Two additional components of the Child Care Information Line are:

- Resource Development and Public Education - this includes the production and distribution of resource pamphlets/sheets and a comprehensive directory on child care services in Hamilton-Wentworth. Specific information available includes:
 - Child Care Directory Hamilton-Wentworth
 - Child Care Information Line Cards
 - Day Nurseries: Highlights of the Legislation
 - Day Care Subsidy (Hamilton-Wentworth)
 - Day Care: Tips on How to Find and Buy Day Care for your Child
 - Setting the Stage: Public Consultation Paper
 - It's Your Child's Care (licensing process)
 - Attention Parents (re: provisional licenses)
 - Ideal Growing Conditions (Licensed Home Child Care Agencies)
 - A Child Care Guide for Home Caregivers
 - Using your Home for Day Care (Revenue Canada)
 - Resource Centres and Toy Lending Library List
 - Child Care Programs List for Brant and Niagara
 - Resource Sheets:
 - Introducing Your Child to Child Care
 - Recognizing Quality in Child Care
 - Parents and Caregivers Working Together
 - Child Care Options: Home Child Care
 - Child Care Options: School Age Care
 - Child Care Options: Child Care Centres

Table 21.4

Child Care Publications Mail-out Logs - 1993/1994 to Agencies and Organizations

	CIS Publications				Miscellaneous Publications			
	Child Care Directory	Child Care Card	Resource Centres	Ideal Grow. Conditions	Revenue Canada	Day Care Subsidy	Brant List of Centres	
1st Quarter: April 19 - July 2	0	8760	0	0	0	0	0	
2nd Quarter: July 5 - October 1	456	50	0	0	0	0	0	
3rd Quarter: Oct. 4 - Dec. 31	836	21036	115	0	0	0	0	
4th Quarter: January 3 - April 1	508	5397	36	50	0	10	0	
Total - All 4 Quarters	1800	35243	151	50	0	10	0	

Source - Community Information Service Hamilton-Wentworth, Child Care - CIS Publications, Mail-out Logs, 1993/94.

Table 21.5

Child Care Publications Mail-out Logs - 1993/1994 to Agencies and Organizations

		Ministry of Community and Social Services Publications						
		DNA Highlights	Child Care Guide	How to Choose . . .	Option Sheets	It's Your Child's Care	Attention Parents	Set. the Stage
1st Quarter: April 19 - July 2		0	0	0	0	0	0	0
2nd Quarter: July 5 - October 1		0	0	0	0	0	0	0
3rd Quarter: Oct. 4 - Dec. 31		0	0	0	0	0	0	0
4th Quarter: January 3 - April 1		0	20	25	105	40	16	0
Total - All 4 Quarters		0	20	25	105	40	16	0

Source - Community Information Service Hamilton-Wentworth, Child Care - CIS Publications, Mail-out Logs, 1993/94.

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An additional 37,460 copies of the above-noted resource materials were distributed to agencies and organizations in Hamilton-Wentworth. This can be further broken down to reflect that 35,243 Child Care Information Line Cards were provided to agencies and organizations. The remaining 2,217 pertain to the distribution of a combination of other child care publications offered through the Child Care Information Line.

- **Program Review and Support:** this component provides assistance and support to licensed child care centres involved in the conversion process to non-profit status and/or for centres that are experiencing difficulties in the areas of governance, administration or program. Referrals for this type of assistance can be requested by the individual centre or by Ministry staff. The process includes an evaluation where goals and a recommended plan of action are provided to the centre with ongoing assistance by C.I.S. staff as needed. This service is provided to licensed child care programs in Hamilton-Wentworth, Niagara and Brant.

There are a number of other services the Community Information Service provides that may be of interest and benefit to the child care community. These include access to information on related topics; housing, legal services, counselling, recreation, financial assistance etc. C.I.S. also assists organizations and groups in how to effectively utilize community resources through consultations, training and educational activities. In addition, to the Child Care Directory a variety of other directories are available including a complete listing of government and community services.

21.2.0 Regional Municipality of Hamilton-Wentworth

The Regional Municipality of Hamilton-Wentworth provides a wide range of services that are educational and are of direct benefit to the child care community. Specifically, a break-down of the services available are summarized here:

- **Day Care Subsidy** - information on who is eligible and the process involved in attaining day care subsidy is available through the Region. In addition, the Region, provides direct service to children and families through the Red Hill Family Centre.
- **Home Management** - this program believes in the approach of teaching life skills to the consumer that are required on a daily basis through hands-on instruction and guidance. Areas covered include budgeting, household management and routines, parenting, child care, problem-solving, self-esteem, housing and time management. In addition, to working with individuals on a one-to-one basis in the home, staff facilitate group learning sessions in child care centres and resource centres.
- **Public Health Nursing Services** - the services offered by Public Health Nurses encompass a wide variety of topics. The role of the Public Health Nurse is to assist the communities, groups, families and individuals in attaining and maintaining optimal health. This takes on

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a number of forms including community development, education, counselling, assessment and co-ordinating community resources for consumers. Public Health Nurses take an outreach approach to delivering service; working from homes, schools, community organizations, offices of other health care professionals etc.

- Communicable Disease Program - provides information on communicable disease prevention and immunization schedules.
- Parent/Child Program - in addition, Public Health Nurses act as a resource person on various topics including child development, child care, behaviour management, interpersonal relationships and community resources. Parenting classes such as Nobody's Perfect, Parent Talk 1 and 11 are also offered. Information can be accessed through contacting the Parent-Child Information Line.
- Prenatal Classes - classes are offered to expectant parents focusing on the promotion of healthy lifestyles during pregnancy as well as assisting in the physical and emotional preparation of childbirth and parenting.
- Public Health Dental Services - Dental Hygienists will provide presentations, at the request of child care centres, to staff and parents regarding dental health education and oral health instruction. Dental Hygienists will also facilitate referrals to the Children in Need of Treatment Program (CINOT) as needed.
- Public Health Inspection Services - Public Health Inspectors conduct inspections in licensed child care programs prior to initial licensing of a centre, and thereafter as per licensing requirements. Licensed child care centres must comply with the requirements outlined in the Food Premises Regulations, Day Nurseries Act and the municipal by-laws. Public Health Inspectors provide food handler courses to centre staff and infection control courses to home child care providers. This department is also responsible for the monitoring of water supply and sewage disposal systems where municipal services are not provided.
- Public Health Nutrition Services - the primary goal of this service is to assess the nutritional needs of the community and implement a plan that is reflective of the community's needs. Consultation, education and resources are available to individuals, agencies and groups in the health, education, social services and recreation sector. Assistance is provided in the development of sound nutritional practices and physical activity programs to achieve and/or ensure healthy lifestyle and weight.
- Hamilton-Wentworth Regional Police - Community Relations - this sector of the Police Department, provides information and education on a number of topics including crime prevention, safety, neighbourhood watch, race and ethnic relations.

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21.3.0 Ontario Ministry of Community and Social Services

As previously stated, the Ministry of Community and Social Services is currently responsible for the regulation and funding of child care services in Ontario. The Ministry's role is to develop, implement and monitor the provision of child care in the province. In addition, one of the Ministry's primary responsibilities is setting policies and legislation for child care services. A wealth of information on child care is available and made accessible to the community through agencies, child care programs, information services etc. The government is committed to ensuring the public is well-informed in the area of child care. This has been achieved through the development and distribution of pamphlets, reports, documents, policy papers etc. on child care options, legislative requirements for licensed child care programs, what quality child care entails and new developments within this sector.

21.4.0 A.A.T.D. Child Care Co-ordination Program

The Child Care Co-ordination Program offered through A.A.T.D. offers a number of venues for information-sharing and public education through the following:

- Child Care Advisory Committee - is the local planning body for child care services in the Region. It provides a forum for regular meetings with broad representation from the child care and children's services sector. This provides the opportunity for information-sharing, networking, education via guest speakers and presentations on a variety of related topics. One of the primary functions of the Child Care Advisory Committee is to identify needs and gaps in service and make recommendations to the Ministry of Community and Social Services and the Region based on the findings. Individual sectors represented on the Advisory Committee meet regularly to enhance existing linkages within their own sector. Sectors are also in the process of building stronger relationships between and among other sectors affiliated with the child care community. The committee also produces reports such as the Child Care Profile and the Report on the Professional Development Resource Centre. These reports educate and inform consumers, service providers and funders; they provide advice and recommendations to the Ministry of Community and Social Services and the Region and are available to the public.
- Child Care Co-ordination Program Newsletter - a quarterly newsletter offers an outlet for regular updates on the Advisory Committee in relation to current projects and progress of working groups as well as information on A.A.T.D. and other services or activities related to child care that are occurring within the community.
- Educational Workshops - the Program also includes workshops on particular topics which are based on demonstrated interest or need from the child care community.
- Child Care Data Base System - the Program offers extensive background and statistical information pertaining to child care services and additional supports or linkages that exist in Hamilton-Wentworth.

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Endnotes:

1. Community Information Service Hamilton-Wentworth. The Directory of Community Services - Hamilton-Wentworth, 17th Edition. January 1994, 163.
 2. Community Information Service Hamilton-Wentworth.
 3. Ibid.
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SECTION 22.0

ADVOCACY

22.0 ADVOCACY

22.1.0 Definition of Terms

*Advocacy can be defined as one who speaks in favour of, demonstrating support for, or making a recommendation.*¹

22.2.0 Overview of Advocacy Groups and Organizations

There are numerous groups and organizations whose purpose includes the role of advocacy. For the purposes of this report, groups and organizations that have a direct relationship to the child care sector will be concentrated on.

As stated in previous sections of this report, the Ontario Ministry of Community and Social Services, the Regional Municipality of Hamilton-Wentworth, the Association of Early Childhood Educators, Ontario and Community Information Service Hamilton-Wentworth have demonstrated their commitment and support for child care in a number of key areas. As well, the A.A.T.D. Child Care Advisory Committee is mandated to advocate for a quality child care system in Hamilton-Wentworth. It should be noted that the areas outlined below provide a brief overview of important factors related to child care, but by no means is the listing inclusive or exhaustive. They include:

- high quality child care services
- affordable and accessible child care services
- varied child care service options that are equitably distributed throughout the province
- increased and improved opportunities for further training and education in the Early Childhood Education field
- establishment and implementation of sound management practices and policies
- child care services that are flexible and meet the changing needs of children and families
- child care services that are culturally sensitive and reflect the unique characteristics of the community
- a co-ordinated and comprehensive child care delivery system
- additional resources and supports to the child care sector
- ensuring the public is well-informed and knowledgeable on child care

Advocacy is a means of conveying an individual's, group's, organization's or systemic viewpoint on an issue of concern or importance. Decision makers need to be made aware of and be informed of issues from the people who have first hand knowledge and experience regarding the matter. The goal of an advocate is to provide information and change opinion.² We all, as private citizen's have the right to express our views regarding issues, concerns and legislation. As an individual(s) representing a group or organization we need to ensure that the viewpoint expressed is reflective of the group as a whole.

One method of advocating is through lobbying. Lobbying can be described as "nothing more than

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getting the right information to the right person at the right time".³ Lobbying can involve contacting government legislators to encourage them to propose, support, oppose or influence legislation. It can also be achieved through educating the general public and requesting that they also participate in conveying the message to decision makers.

22.3.0 National Associations

22.3.1 The Child Care Advocacy Association of Canada (CCAAC)

The primary goal of The Child Care Advocacy Association of Canada is:

"to work towards expanding the child care system in Canada and to improve its quality".⁴

The Association advocates for the development of affordable, high quality child care in the non-profit sector including centre-based, home child care, school age child care, and drop-in programs. The CCAAC believes in a comprehensive child care system that is supported by public funds and accessible to all families wishing to use its services.⁵ The Association also advocates for improved parental rights and benefits.

The Child Care Advocacy Association of Canada was initiated from the 2nd Canadian Conference on Child Care which was held in Winnipeg in 1982. At that time, delegates at the Conference who numbered over 700 from all parts of Canada; called for an effective voice to pursue issues related to child care at the federal level.

The accomplishments of CCAAC pertain both to the area of political involvement and action as well as public education. The following provides a summary of these accomplishments:

- numerous activities have been carried out at a national level that were devised to further educate the public on child care as a political issue
- several campaigns including a National Petition Campaign in 1987, post card campaign in 1989 and recently introduced Campaign Child Care 1993 - Children: Our Hope, Your Future in co-operation with other National organizations
- submission of major briefs to federal commissions and task forces on child care
- completion of various briefs for research and publication, background papers, fact sheets and information kits on child care issues
- development of policy and proposal papers for immediate government action
- development of a Resource Network available to advocates, researchers and the media

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- presentations by members and staff in various workshops and conferences throughout Canada
- the "hosting" of a National Conference every five years; the most recent conference held was in 1992, "A Child Care Agenda for the 90's - Putting the Pieces Together"
- publication of a national newsletter and quarterly bulletins on child care issues.

The Association is an incorporated, non-profit body offering services in both English and French. The Board of Directors for the Association is comprised of members who have been elected from each province and territory in Canada. The Board also operates with an Executive Committee of four members. The national office of the Association is located in Ottawa, Ontario. Members of the Association include individuals, families, child care programs, regional and national groups and organizations.

22.3.2 The Canadian Association of Family Resource Programs

The Canadian Association of Family Resource Programs formerly known as The Canadian Association of Toy Libraries and Parent Resource Centres (TLRC) is a non-profit and charitable organization that was originally established in 1988. The mission statement of the Association is:

"to promote and advocate for the well-being of families, children and providers of informal child care by supporting the development and growth of community-based, accessible family resource centres and services such as toy libraries and family resource centres".⁶

Furthermore, the goals of the Association include:

- facilitating the development of the national network of family resource services in Canada
- supporting the development and expansion of family resource services in Canada through information-sharing and networking
- promoting a greater understanding of family resource services and to advocate on their behalf
- supporting the development of new resource materials for family resource programs
- developing and maintaining links with other related national and international organizations and groups⁷

The Canadian Association of Family Resource Programs strongly supports advocacy and public awareness which is clearly evident in the statement - "the Association is committed to representing and promoting the values of the family resource movement to government and the

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general public. To this end, staff and volunteers participate in a variety of coalitions and forums."⁸

Toy libraries and parent-child resource centres began to appear in the early seventies. In 1972, there were approximately twenty toy libraries that were being offered through public libraries and community centres in Canada. The toy libraries were available to all families, unlike its European counterparts which were originally established to serve children with special needs.

In 1975, the Canadian Association of Toy Libraries (CATL) was founded for the purposes of providing information and support to the growing number of toy library programs. CATL became incorporated in 1978. In 1982, a feasibility study funded by Health and Welfare Canada was conducted to explore the future development of parent-child resource centres in Canada. A task force was established in 1983 to support further information-sharing and increase the awareness nationally pertaining to the family resource movement. This resulted in further funding from Health and Welfare Canada in 1986 for the purpose of bringing CATL and a steering group representing parent-child resource programs together to form a national association. The formation of TLRC Canada as an incorporated body became official in 1988. As identified previously, TLRC Canada is now known as The Canadian Association of Family Resource Programs. This name change occurred in 1994.

The Association offers a number of services including the provision of information and referral, publication of a quarterly newsletter, the development and ongoing maintenance of a comprehensive directory and data base for family resource programs and the hosting of a bi-annual national conference. The Association has also provided support to the development of local and provincial networks, as well as information and training materials for staff and volunteers. In addition, as the family resource movement is still relatively new the Association has been instrumental in developing information pamphlets, handbooks and other resources to assist new programs and for the purpose of increasing public awareness.

The Association is governed by a Board of Directors with between 10 and 15 members who represent various perspectives and disciplines from across Canada. Members are from family support programs, community health and social service agencies. Some of the Board members are designated to act as a contact and further facilitate networking of family resource programs in their region. The Association is based in Ottawa and provides a central link for over 1,000 family resource programs that are located across Canada.

22.3.3 Canadian Child Care Federation (CCCF)

The Canadian Child Care Federation is dedicated to improving the quality of child care services for Canadian families and links groups and individuals who together share this common goal and vision. The Federation's primary function is networking; this is achieved by:

- supporting the development and activities of the child care community

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- providing information, facilitating communication and the development of resources
- developing models and guidelines for quality child care and professional development
- promoting research that is linked with service and practice.⁹

Recently, the Canadian Child Care Federation has been involved in sponsoring a national forum for stakeholders in child care from all sectors and regions in Canada. This constituted a major step towards the development of national guidelines for child care services in Canada including the area of training for early childhood educators. The Federation is also completing a brochure to assist parents in making informed and knowledgeable decisions when accessing child care. Lastly, CCCF is developing an education program to provide parents and child care staff with information on HIV/AIDS to assist group child care settings in implementing appropriate guidelines.

The Canadian Child Care Federation is a non-profit organization governed by an elected Board of Directors that is composed of representatives from each province and territory. Currently, the CCCF has over 1,400 members across Canada from child care programs and providers, parents, agencies, educational institutions etc.

22.3.4 Association of Canadian Child Care Co-operatives

The Association's mission statement is:

"The Association of Canadian Child Care Co-operatives is the national voice for co-operative child care in Canada. The Association exists to unite, represent and support member programs and to promote awareness of the co-operative child care model. The Association will work to maintain and strengthen its role as an integral partner in the co-operative community".¹⁰

Primarily, the goals and objectives of the Association are as outlined:

- to provide direct service to members through training programs and insurance benefits
- to promote and facilitate communication and information-sharing among members by distribution of a newsletter, conferences and through the establishment of a directory of members
- to represent the interests of members to the broader co-operative community, government and other organizations
- to encourage and support the development of child care and education programs based on the co-operative philosophy
- the development and distribution of resource materials and the provision of consultative

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services

- to ensure public awareness of the co-operative philosophy as it relates to child care and education.¹¹

Membership in the Association of Canadian Child Care Co-operatives is available to co-operative preschools, day care centres that function as co-operatives and other individuals or organizations that support the efforts of the Association.

22.4.0 Provincial Associations

22.4.1 Ontario Coalition for Better Child Care

The Ontario Coalition for Better Child Care is dedicated to a comprehensive, universally-accessible, high quality child care system throughout the province. The Coalition believes in child care that is publicly funded, not-for-profit and recognizes the importance of parental choice regarding the nature or extent of their child's participation in child care services.

The principles that guide the work of the Ontario Coalition are described as follows:

- the belief that all children should have the opportunity to access comprehensive and high quality child care services regardless of their families economic or employment status
- that child care services should be licensed and regulated as well as be reflective of current practices in the field and in the area of early childhood development
- that child care services should be culturally-diverse and be representative of Canadian families
- that parents are an integral component of the child care system. In addition to staff, parents should have the opportunity to actively participate and be involved in all aspects pertaining to the provision and delivery of child care services
- in order to maximize the use of public funding, child care services should be incorporated and not-for-profit. Child care services should be governed by elected committees whereby parents using the service are represented by at least 51 per cent
- that staff of child care services receive salaries and benefits that is reflective of the value of their work, educational qualifications and experience
- child care services must be available to all regardless of race, sex, sexual preference, national origin, disability, social position, political or religious affiliation.

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It is the Coalition's belief that through lobbying collectively it is possible to influence government policy and improve child care services throughout the province.

The Ontario Coalition for Better Child Care is comprised of early childhood educators, parents, teachers, social service workers, unions, women's groups, and students.

The Coalition describes itself as the "voice" for child care in Ontario.¹² Some of the accomplishments of the Coalition during the past two years include ensuring child care services are exempt from social contract cuts, pay equity coverage for all child care staff as well as an advance pertaining to pay equity payments, successful lobbying for 13,000 new subsidized child care spaces and \$34 million in capital funds for new programs and expansion of current services.

Members of the Coalition have the opportunity to participate in a comprehensive benefit package for employees, including R.R.S.P.'s, liability insurance, and reduced rates for purchasing financial management computer software programs designed for Canadian child care programs. Members receive copies of the Coalition's quarterly newsletter and have access to child care information and advocacy support on program based issues.

22.4.2 The Ontario Municipal Social Services Association (OMSSA)

The purpose of the Ontario Municipal Social Services Association is to influence and enhance the quality of social services in the province including in the area of child care. The Association achieves their mandate through:

- shaping policy direction on key issues
- providing proactive and effective support to service delivers
- increasing understanding, acceptance and support among members and the general public.¹³

OMSSA believes that social services should be delivered in a manner which ensures the dignity and human rights of the individual are recognized, respected and promoted. OMSSA also believes that social services are an investment in people, and that investing in people benefits us all.¹⁴

Membership with OMSSA primarily consists of municipal and provincial social services administrators, staff and municipally elected officials. OMSSA members are generally involved in the administration and delivery of social services. Members are entitled to receive all publications of the Association, a certificate of membership, and have the opportunity of actively participating in the affairs of OMSSA.

The work of the Association is accomplished through the combined efforts of a network of committees, task groups and project teams comprised of volunteers from member municipalities and staff support.¹⁵ Currently, OMSSA operates with twelve committees that include:

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- Policy Steering Committee
- Child Care Committee
- Employment Services Committee
- Income Maintenance Committee
- Northern Services Committee
- Senior Services Committee
- Resolutions Committee
- Membership Services Steering Committee
- Communications Committee
- Standards Committee
- Training Committee
- Zones Committee

22.4.3 Home Child Care Association of Ontario (H.C.C.A.O.)

The current mission statement of the Home Child Care Association of Ontario is:

"to promote, develop, and support home-based child care services for families through licensed agencies".¹⁶

In 1982, the Home Child Care Association of Ontario (formerly known as the Private Home Day Care Association of Ontario) was founded at a conference co-sponsored by the Ministry of Community and Social Services and Metro Toronto Private Home Day Care Agencies. At that time, the Association's primary objective was to address the specific issues of licensed home child care. The Association was incorporated as a non-profit organization in 1983 and has 15 representatives on the Board of Directors from across Ontario. A provincial office for the Association was established in Toronto by 1988 through a grant from the Trillium Foundation of Ontario.

The Association has and continues to focus in providing professional education, project co-ordination, public education and awareness of licensed home child care. Some of the projects the Home Child Care Association of Ontario has been involved in include:

- audio-visual productions
 - for the purposes of training and recruitment
- development of customized computer systems
 - including child care information systems
- accounting
- fundraising
- agency/provider insurance policy
- benefit plan for providers
- participating in child care forums and discussions
- preparing and submitting briefs and reports to government and review committees

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The Association strives to inspire and promote effective communication among organizations involved in the planning, financing and delivery of child care services. The Association supports and advocates for the consistent application and enforcement of standards of practice.

The H.C.C.A.O. has been in the process of ensuring co-operative and collaborative working relationships are further developed with organizations concerned with quality home child care. The Association has expanded its membership to include providers who are working in the unregulated home child care sector as well as those providers working directly with a home child care agency. Members receive copies of the Association newsletters, are entitled to membership discounts, and have the opportunity of attending workshops and the annual conference.

The Home Child Care Association of Ontario is primarily funded through a combination of avenues including:

- Trillium Foundation
- Ministry of Community and Social Services
- Health and Welfare Canada
- fundraising
- membership dues
- sale of promotional materials and services.

22.4.4 The Association of Day Care Operators of Ontario (ADCO)

The mission statement of the Association of Day Care Operators is as follows:

"to promote quality in the child care sector, to influence public policy towards this end, to support charitable endeavours and to organize educational and social programs for its members".¹⁷

The Association of Day Care Operators was incorporated in 1977. The Association represents the commercial or otherwise known as the independent child care sector and is the sole organization which represents this body in Ontario. The membership of the Board of Directors is comprised of representatives from various child care sectors including operators of non-profit child care programs.

The Association has been active in a number of areas including:

- seminars and workshops to assist members to continually improve their knowledge of child care
- an annual Walk-a-thon to raise funds for sick children; proceeds have been provided to The Hospital for Sick Children in Toronto, London, and Hamilton.
- development and initiation of a Parent Involvement Program for members; a package has been designed to assist centres in the development of similar programs

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- preparation and submission of reports and briefs to the Ontario government.

22.4.5 Ontario Association of Family Resource Programs

The Ontario Association of Family Resource Programs, formerly known as TLRC Ontario is a member of the Canadian Association of Family Resource Programs. Its mandate is as follows:

"to support member organizations in their efforts to provide a range of child care and family support services that promote the well-being of children and those who care for them, and that are accessible and responsive to the community".¹⁸

In keeping with the goals and objectives of the National Association, The Ontario Association of Family Resource Programs supports the development of greater public awareness of the family resource movement and collaboration with affiliate agencies and individuals. The organization supports services for families that are preventive, responsive and empowering to the community; that respect cultural differences and family lifestyles. The Association also recognizes the importance of play and providing information and experiences to ensure the development of self-esteem and positive adult-child relationships. It advocates for social policies that value and support children, parents, caregivers and families as well as increased funding to further support family resource centres and the services provided through this system.

22.4.6 Child Care Providers Association

The objectives of the Child Care Providers Association are to:

- foster the provision of quality child care
- increase communication and reduce isolation among caregivers
- ensure training, support and information services are available for caregivers
- increase public awareness of home child care
- represent the interests and concerns of caregivers
- assist in the development of caregiver groups in other areas
- act as a resource for other programs in the provision of services for caregivers.

In 1981, the Child Care Providers Association was established to provide education, information, support and to act as a voice for caregivers providing home child care in the Ottawa/Carleton region regarding their issues and concerns. The Association was founded by 12 caregivers. It was incorporated in March 1984 and has received ongoing funding from the provincial government since July of that year. Currently, the Association serves over 2,000 individuals with approximately 15 per cent of caregivers involved with home child care agencies and 85 per cent who provide home child care independent of an agency.¹⁹

Since the Association's inception it has developed a number of services for caregivers including start-up kits and training sessions on providing home child care, ongoing workshops, a telephone warmline, distribution of a bi-monthly newsletter and establishment of neighbourhood network

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groups that provide an informal forum for caregivers to share information, provide mutual support and an opportunity to organize group activities.

The Child Care Providers Association has been active in the development and distribution of numerous publications including "Family Day Care: A Caregiver's Guide, Supporting Family Day Care Providers, Caregiver to Caregiver, and Home Child Care: A Caregiver's Guide". The Association participated in the development of "Caring for Young Children" a five-part television series, the development of various training programs and it has also been involved in several pilot projects. The Association continues to participate on various advisory and working committees regarding child care at the local, provincial and national levels.

22.4.7 Independent Child Caregivers Association (I.C.C.A.)

The Independent Child Caregivers Association offers support, resources and representation to caregivers giving care in their own home or in the parent's home.²⁰

I.C.C.A. believes that the result of an enriched environment for the caregiver will be an enriched environment for the children for whom they care.²¹

The Association's primary objectives are as follows:

- to facilitate a caregivers information network in Ottawa/Carleton and surrounding area
- to increase public awareness of quality home child care as a child care option
- to strive to meet the needs and ensure participation of Association members
- to advocate on behalf of caregivers interests and needs to agencies and the general public

The I.C.C.A. is a non-profit, incorporated organization that was established in 1983.²² In 1987, the Association received funding from the Ministry of Community and Social Services to further develop programs for unregulated home child care providers.

The Independent Child Caregivers Association offers professional development opportunities including an annual Caregiver Conference, newsletters, and resource material (i.e. pamphlets, books, publications, etc.) to its members. The Association also facilitates information exchange between caregivers, offers a caregiver drop-in program and organizes outings for caregivers. I.C.C.A also participates in ongoing research analysis and assessment of caregivers needs.

22.5.0 Local Associations

As reviewed in previous sections of this report, the A.A.T.D. Child Care Advisory Committee is a local organization whose mandate includes advocacy.

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22.5.1 Private Home Child Care Providers of Hamilton-Wentworth

This group recently formed in August 1993. Their mandate can be identified as follows:

"to supply a connection amongst child care providers, offering support, education, resources, information exchange and friendship. Building a relationship between the caregiver, the parents, the community and the government, that will enhance the development of the children, today and tomorrow".²³

The Private Home Child Care Providers of Hamilton-Wentworth is primarily concerned with providing support services, increasing public awareness of home child care and advocacy on behalf of child care providers at the regional, provincial and federal levels. Support services are offered through a warmline, workshops, newsletters and social activities.

The Private Home Child Care Providers of Hamilton-Wentworth is a non-profit organization which currently relies upon membership fees and fundraising to support the efforts and work of the group.

Endnotes:

1. The Concise Oxford Dictionary, Sixth Edition, 1976. p.16.
2. National Association of The Education of Young Children. Speaking Out: Early Childhood Advocacy, Stacie G. Goffin and Jean Lombardi, 1988.
3. Ibid.
4. The Child Care Advocacy Association of Canada. Brochure.
5. Ibid.
6. Information obtained from the Canadian Association of Family Resource Programs (TLRC Canada).
7. Ibid.
8. Ibid.
9. Information obtained from the Canadian Child Care Federation.
10. Information obtained from the Association of Canadian Child Care Co-operatives.
11. Ibid.
12. Information obtained from the Ontario Coalition for Better Child Care.
13. Ontario Municipal Social Services Association. OMSSA Profile, May 1994, p. 1-6.
14. Ibid.

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15. Ibid.
 16. Information obtained from the Home Child Care Association of Ontario.
 17. The Association of Day Care Operators of Ontario. Child Care Policies for the 90's - A Brief on Child Care Policy in Ontario, October 1993, p.1.
 18. Information obtained from The Ontario Association of Family Resource Programs (TLRC Ontario).
 19. Information obtained from the Child Care Providers Association.
 20. Information obtained from the Independent Child Caregivers Association.
 21. Ibid.
 22. Ibid.
 23. Information obtained from the Private Home Child Care Providers of Hamilton-Wentworth.
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23.0 CONCLUSION

The completion of the Child Care Profile provides the community with a realistic picture of the existing services and supports available related to the provision of child care in the Region of Hamilton-Wentworth. It affirmed that a broad range of child care services exist within our community and that this provides families with a range of care options to assist them in meeting their individual child and family needs.

It also stresses the importance and need for planning, co-ordination and development of child care services as a community in order that further linkages and partnerships within and among the child care system to the broader spectrum of children's services are further developed and strengthened. Since the Child Care Advisory Committee is a sub-committee of A.A.T.D., -- the local children's planning and co-ordinating body -- it is already linked to the broader spectrum of children's services in Hamilton-Wentworth.

Now that the A.A.T.D. Child Care Advisory Committee has completed the Child Care Profile, it is now ready to move forward into the next phase of the project with the completion of a Child Care Needs Assessment for the Region. This in combination with the Child Care Profile will provide the foundation and framework for the A.A.T.D. Child Care Advisory Committee to develop a long term strategic plan for the community.

The A.A.T.D. Child Care Advisory Committee looks forward to this next challenge as we continue to work towards ensuring a comprehensive, flexible and affordable child care service for children and families in Hamilton-Wentworth.

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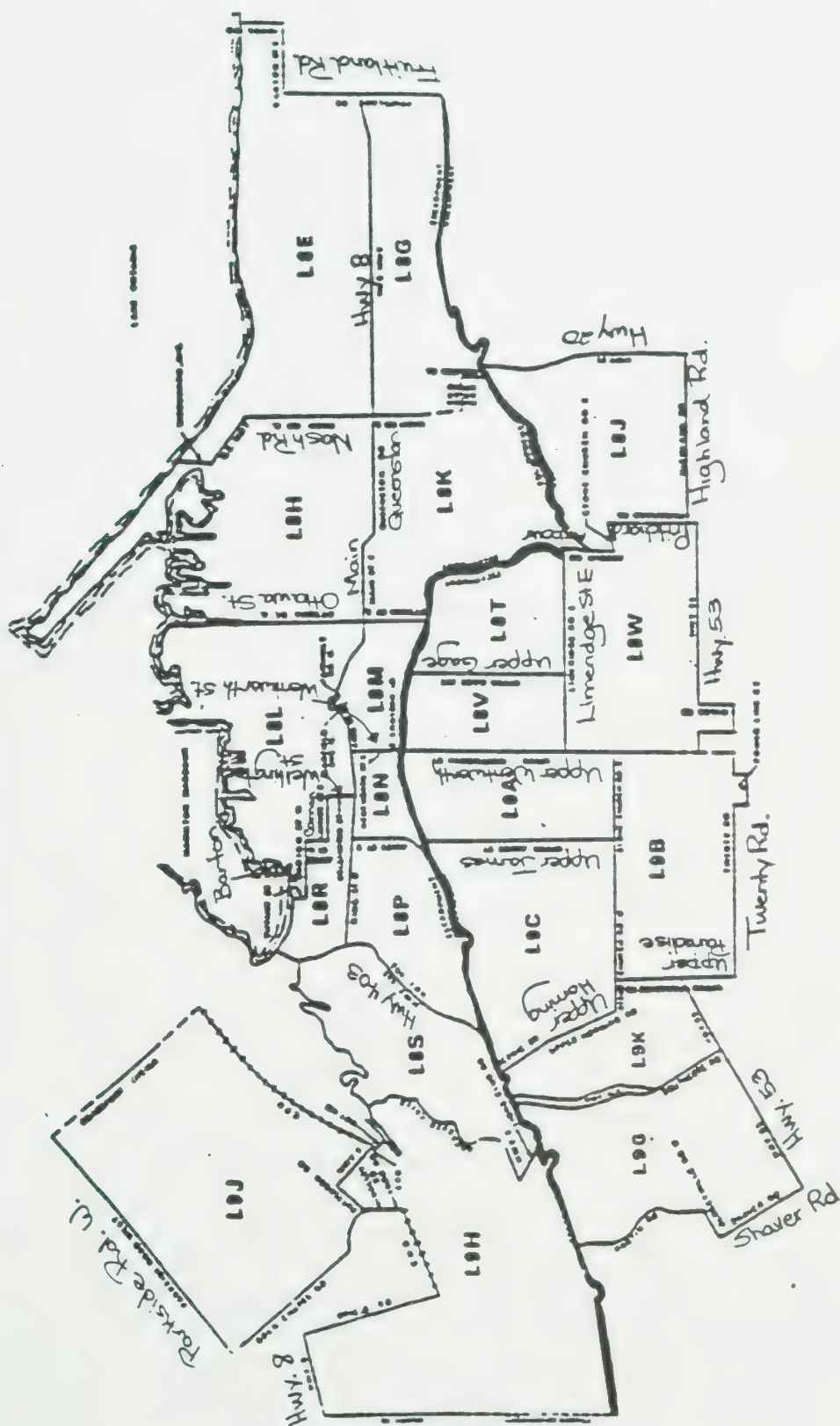
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Notes - Boundaries denote postal code delivery areas and forward sortation areas.

denotes escarpment

Source - Canada Post.

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Appendix II: Glossary

The following definitions were used for the purposes of the Child Care Community Services Profile.

Many of the definitions were developed by the Working Group to promote the most consistent response possible on the collection of data. Other resources utilized in developing these definitions include the Hamilton-Wentworth Preschool Services Prevention Planning Initiative (June 1992) and Child Care Reform in Ontario - Setting the Stage (1992).

ADMINISTRATOR/MANAGER:

For the purposes of the profile, this is an employee whose primary responsibility is in the administration of the day nursery/home child care agency and who is not included in the ratios.

ADVOCACY:

Advocacy can be defined as one who speaks in favour of ..., demonstrating support for, or making a recommendation.

AFTER SCHOOL CARE:

The hours of care in the afternoon following a child's attendance at a Ministry of Education Program.

APPROVED CORPORATION:

A licensed non-profit program operated by an incorporated body can become an Approved Corporation under the Day Nurseries Act. This status allows the Ministry of Community and Social Services to enter into an agreement directly with that organization to subsidize child care for families in economic need.

BEFORE AND AFTER SCHOOL CARE:

The combined hours of care available in the morning and in the afternoon.

BEFORE SCHOOL CARE:

The hours of care in the morning before a child attends a Ministry of Education Program.

CHILD AND FAMILY RESOURCE CENTRES:

Child/Family Resource Programs are an important part of the child care sector. Often called Parent/Child Resource Centres, they are open to anyone in the community who provides care for young children. Generally, their services are designed for parents who stay home to care for their children and for providers of unregulated home child care. Resource programs may be located in storefronts, apartment buildings, schools, churches or community centres. In rural areas, a mobile unit is often used to bring programs to a number of communities. (Child Care Reform)

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CHILD CARE:

Refers to the range of supports and services available to families with children. Services include unregulated care, licensed centre-based care, nursery schools, developmental care, integrated centres, licensed home-based care and child/family resource centres.

May also include other supports which assist families providing and securing care for their children, eg. tax measures, maternity benefits, etc. (Child Care Reform)

CHILD WITH SPECIAL NEEDS:

A child who requires special intervention: a learning individual who needs more than the average assistance in attaining the usual development goals (definition originally developed by the Special Needs Preschoolers Network).

COMMERCIAL CHILD CARE CENTRES - INDEPENDENT OPERATORS:

Licensed child care programs which are operated by an individual or a corporation as a business which has the capacity to make a profit.

CO-OPERATIVE PRESCHOOL:

A licensed preschool established as a non-profit association governed by a Board of Directors of which at least 50 per cent are parents of children who attend the preschool. Parents participate in the daily program and are included in the adult/child ratio required by the license.

DAY CARE SUBSIDY:

Financial assistance which is administered by the Regional Municipality of Hamilton-Wentworth and made available to families requiring day care for children up to and including twelve years. Eligibility for subsidy depends on actual need and financial eligibility as set out in the Day Nurseries Act.

DAY NURSERY:

Licensed child care centre.

DAY NURSERIES ACT AND REGULATION:

The Ontario legislation that governs the operation of licensed child care services, both centre-based and home-based. (Child Care Reform)

DAY NURSERIES LICENCE:

Granted by the Ministry of Community and Social Services when a child care centre or home-based care agency meets the requirements of care and practice as set out in the Day Nurseries Act. Annually renewed following inspection. (Child Care Reform)

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DEVELOPMENT SCREENING:

Direct observation and/or application of a specific screening tool (for example, Short Disc Screen, Developmental Inventory for Infants and Young Children ["Australian" screen]) that evaluates an individual's developmental functioning in order to determine whether further assessment is required.

DIRECT OPERATING GRANT:

Direct funding to support the operating costs of licensed child care programs. First introduced in 1988, its primary purpose was to allow salary enhancements for child care workers.

DUAL PROGRAMMING:

Provision of specialized individual programming for a child with a handicapping condition in two Ministry-funded settings.

EARLY CHILDHOOD EDUCATOR:

Trained and qualified staff who are responsible for the daily planning and implementation of the program and supervision of the children in their classroom.

E.C.E.:

An Early Childhood Education program graduate, equivalent or otherwise approved program staff as per the Day Nurseries Act.

ENROLMENT:

The total number of children on the attendance record for the week of April 11, 1994. (This includes children attending on a part-time basis, for example sharing a space in a week, as well as children who may be absent due to illness, family vacation or other absence.)

FAMILY BENEFITS ASSISTANCE (FBA):

This program is administrated through the Ministry of Community and Social Services. Eligibility is determined through a needs test and recipients may include one parent families, persons with disabilities, or children in foster care situations. Financial assistance may be available on a long term basis.

FULL-DAY:

Six or more hours of care provided in a day.

FULL STAFF COMPLEMENT:

The number of program staff required to provide care as per the licensed capacity if the day nursery was operating at maximum capacity.

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FULL-TIME EMPLOYEE:

An employee of the day nursery who works 26 or more hours per week.

GENERAL WELFARE ASSISTANCE (GWA):

This program is administrated by the Municipality. Eligibility is determined through a needs test and financial assistance is available to individuals and families for variable lengths of time and reasons.

HALF-DAY:

Less than six continuous hours of care provided in a day.

HOME CHILD CARE:

Temporary care provided in a private residence other than the home of a parent or guardian of the child/children.

HOME CHILD CARE AGENCY:

Licensed agency providing home child care services at more than one location through a network of providers.

HOME VISITOR:

An employee who provides support and supervision at each location where home child care is provided by the agency.

INDIVIDUAL PROGRAM PLAN (I.P.P.):

A long-term written plan for action for a child that is presenting with a minimum one year delay in two development areas. The I.P.P is developed on the basis of a range of assessment results and modified at frequent intervals with the participation of parents and all others involved with the child. It specifies goals and objectives based on the child's strengths and needs and identifies a continuum of development, outlining projected progressive steps and the developmental consequences of services. I.P.P.s are reviewed semi-annually or annually.

INFANT:

A child who is under 18 months of age.

I.P.P. STATUS:

Formal identification made in consultation with a therapeutic worker that a child is presenting with a minimum one year delay in two developmental areas. This definition was devised by the Hamilton-Wentworth Preschool Planning Initiative, June 1992, for the purposes of their study.

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LICENSED CAPACITY:

The maximum number of children (spaces), including the number in each age group allowed to be in attendance in the day nursery as per the license of the day nursery. A half day program's licensed capacity would reflect the number of children (spaces) for each half day session.

LICENSED CENTRE-BASED CARE:

Premises that receive more than five children from birth up to and including 12 years of age, who are not of common parentage, primarily for temporary care and guidance. (Child Care Reform)

NEEDS TEST:

Used to determine the eligibility of families for government assistance in meeting their licensed child care costs. The test is defined in the Day Nurseries Act and is usually administered by municipalities, Indian Bands or approved agencies on behalf of the Ministry of Community and Social Services. (Child Care Reform)

A needs test takes into account assets, income and budgetary expenses.

NEW OR ADDITIONAL CHILDREN

This refers to the number of full time equivalent children that could be accommodated in the day nursery based on the current staffing complement at the time of the survey.

NON-PROFIT CHILD CARE:

Includes services which are governed by a Board of Directors, usually composed of parents and/or community members and which are legally incorporated under the *Corporations Act*, the *Co-operative Corporations Act* or operated by a municipality or Indian Band. (Child Care Reform)

OPERATING CAPACITY:

The operating capacity is the day nursery determined maximum number of children (spaces), including the number in each age group, which the day nursery is willing to serve. For a variety of reasons, some day nurseries may choose not to operate at the licensed capacity. The operating capacity may be set to accommodate fewer children than is established through the licensed capacity.

OTHER TRANSPORTATION SERVICES:

Includes a service where a child or group of children is escorted from the centre to a Ministry of Education facility that is located off site from the day nursery.

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PARENT EDUCATION/SUPPORT GROUP:

A regularly scheduled group oriented to provide information and supports regarding a range of parenting/home management issues. (May be a component of subsidy e.g. a therapeutic referral.)

PARENT MEETING:

A session held for/with parents regarding issues of general interest (e.g. monthly).

PART-TIME:

Attending less than the maximum amount of days available through the day nursery. Children who share a space are part-time, e.g. If a child attends two days out of five, the child is part-time.

PART-TIME EMPLOYEE:

An employee who works less than 26 hours of work per week.

PER DIEM:

The fee that a parent is charged for full-time care or unit of care per day for the services provided by the day nursery for each age group of children. The per diem is the rate established by the day nursery.

PRESCHOOLER:

A child who is more than 30 months of age up to and including 5 years of age.

PURCHASE OF SERVICE AGREEMENTS:

Agreements under which municipalities or Indian Bands agree to purchase licensed child care services on behalf of families determined to be in economic need. These families, and subsequently their children, would access a child care subsidy through the use of a needs test. The Municipality or Indian Band cost shares this service and is reimbursed 80 per cent of the approved cost by the provincial/federal governments.

RESOURCE TEACHER (R.T.):

A person with special training who is employed for the development of Individual Program Plans (I.P.P.) and individualized training/treatment plans for handicapped children who are funded and enrolled in day nurseries services, and who also may assist program staff/providers and parents in working with handicapped children.

SCHOOL AGE:

A child who is 6 years of age up to and including children who are 12 years of age.

CHILD CARE PROFILE

SEGREGATED DAY NURSERY:

A licensed day nursery which provides services exclusively to children with developmental or physical handicaps.

SPACE:

A space is a unit of service. If licensed capacity is for 24 children then there are 24 spaces.

STAFF/CHILD RATIO:

The number of staff persons required by the Day Nurseries Act for the care and guidance of children enrolled in a day nursery when on the premises and during activities off the premises, as outlined below:

<u>Age</u>	<u>Ratio of Staff to Children</u>	<u>Maximum Number of Children Permitted in Group</u>
Infants (under 18 months)	3 to 10	10
Toddlers (18 to 30 months)	1 to 5	15
Preschoolers (31 to 60 months)	1 to 8	16

For handicapped children in a segregated centre:

Between 2 years and 6 years of age	1 to 4	4
6 years of age and older	1 to 3	3

SUBSIDY:

Fee assistance for licensed child care costs to families deemed eligible by the needs test. Usually administered by the local municipality, Indian band or an approved agency and cost shared by the federal, provincial and local levels of government. (Child Care Reform)

CHILD CARE PROFILE

SUPERVISOR:

An employee who plans and directs the program of a day nursery or home child care agency, being in charge of children and overseeing staff. For the purposes of the profile, this employee is included in the ratio. This may be on a full-time or part-time basis.

TEACHERS AIDE OR ASSISTANT:

Program staff providing primary/direct care to the children as well as assistance and support to the classroom.

THERAPEUTIC REFERRALS:

A referral for therapeutic child care services made by a Family Physician, Paediatrician, Public Health Nurse, Social Worker, or other appropriate professional (as determined by the Region) on the basis of certain circumstances: the child appears delayed in his/her development, has a developmental or physical handicap, or is at risk; or, the family is experiencing child management difficulties, needs parental relief, is experiencing a major family crisis, or requires assistance in improving parenting skills.

TODDLER:

A child who is 18 months of age, up to and including 30 months of age.

UNREGULATED CHILD CARE:

Most children in Ontario are cared for in homes that are not supervised by a regulated home child care agency. The most common private arrangements are between parents and caregivers in the neighbourhood who provide care for children in their own homes. Other children receive care in their own homes, which can be provided by nannies, babysitters, or family members. Some older children care for themselves between the time they return from school and their parents return from work. The government does not fund, supervise or in any way monitor these unregulated arrangements. (Child Care Reform)

VEHICULAR TRANSPORTATION:

Includes centre owned and/or operated van or bus and purchase of service of taxi, bus, or van.

WAITING LIST:

The list that is developed by a day nursery that identifies children and their families who are requesting enrolment for the day nursery **as soon as possible**. This list represents children who cannot be enrolled at this time as there are no available spaces to accommodate the child.

For the purposes of the profile, the wait list is the list of those children who would accept a space in the day nursery **immediately** if it were offered. It is understood that for some on the wait list there may be a need to delay enrolment for up to two weeks due to other factors, e.g. pre-enrolment activities such as a medical.

CHILD CARE PROFILE

WORKPLACE CHILD CARE:

An arrangement whereby a child care centre is established in or near a workplace and is sponsored by an employer, a group of employees, or a partnership among interested groups.

Appendix III

Selected Characteristics of Hamilton-Wentworth (1991 Census)

Characteristics	Hamilton-Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamborough, t
Population							
Population, 1991	451,665	49,968	9,726	21,988	318,499	21,868	29,616
Population percentage change, 1986-1991	6.7%	14.7%	1.4%	27.4%	3.8%	8.7%	13.3%
Land area in square kilometers, 1991	1,113	99	203	175	123	24	490
Population Characteristics							
Total population	451,665	49,970	9,725	21,985	318,500	21,870	29,615
by sex and age							
Males, total	220,505	24,780	4,955	11,005	154,445	10,270	15,040
0-4 years	15,885	1,820	355	865	10,915	700	1,225
5-9 years	15,185	1,955	375	980	9,910	730	1,235
10-14 years	14,320	1,920	375	885	9,305	720	1,115
15-19 years	14,745	1,895	385	890	9,795	695	1,090
20-24 years	16,815	1,690	335	645	12,475	700	965
25-30 years	20,120	1,780	295	465	15,865	740	975
30-34 years	19,610	2,040	425	710	14,395	795	1,240

Characteristics	Hamilton Wentworth	Money Creek	Clanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Hamiltonburgh, t
Males, total confid							
15-39 years	17,200	2,155	305	950	11,500	835	1,295
40-44 years	10,005	2,135	430	1,050	10,325	830	1,310
45-49 years	13,045	1,680	300	940	8,345	700	1,100
50-54 years	11,060	1,360	295	650	7,400	530	835
55-59 years	10,645	1,140	295	510	7,475	530	730
60-64 years	10,035	980	220	405	7,705	405	630
65-74 years	16,465	1,500	315	735	12,225	705	900
75 years and older	8,650	720	125	310	6,625	405	375
Females, total							
0-4 years	231,165	25,490	4,770	10,980	164,055	11,595	14,575
5-9 years	15,125	1,720	345	830	10,300	720	1,100
10-14 years	14,565	1,815	370	925	9,540	725	1,195
15-19 years	13,500	1,855	360	815	8,825	690	1,035
20-24 years	14,300	1,845	305	740	9,700	675	995
25 years and older	17,055	1,655	205	600	12,805	735	905

Characteristics	Hamilton- Wentworth	Stoney Creek	Gianbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamborough, t
Females, cont'd							
25-29 years	19,995	1,835	300	495	15,645	735	980
30-34 years	19,895	2,320	405	845	14,135	895	1,285
35-39 years	18,165	2,240	400	1,085	12,165	965	1,310
40-44 years	16,575	2,140	395	1,055	10,770	955	1,255
45-49 years	12,880	1,540	355	795	8,490	700	1,000
50-54 years	11,060	1,205	275	570	7,700	540	770
55-59 years	10,995	1,080	220	510	7,990	530	675
60-64 years	11,535	1,030	200	500	8,610	560	635
65-74 years	20,200	1,735	315	765	15,445	1,000	935
75 years and over	15,140	1,180	160	415	11,725	1,180	480

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamborough, t
Total number of census families in private households by size of census family							
2 persons	53,535	5,000	1,015	2,100	39,600	2,610	3,200
3 persons	27,915	3,130	575	1,315	19,905	1,250	1,740
4 persons	28,210	4,010	740	1,830	18,015	1,460	2,145
5 or more persons	13,335	1,810	400	935	8,275	660	1,255
by family structure and presence of never married sons and daughters. Total husband-wife families (6)	106,495	12,740	2,540	5,815	72,285	5,315	7,795
Total families of now married couples	98,905	12,135	2,415	5,665	66,315	5,010	7,360
Total without children at home	39,250	3,995	830	1,855	27,920	2,015	2,630
Total with children at home	59,655	8,135	1,585	3,815	38,400	3,000	4,715
1	21,380	2,565	485	1,135	14,705	995	1,495
2	25,800	3,820	715	1,770	16,105	1,365	2,030
3 or more	12,470	1,755	385	905	7,585	635	1,205

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamorough, t
Total families of common-law couples	7,590	605	125	150	5,965	300	435
Total without children at home	4,700	335	70	70	3,760	195	255
1	1,515	140	30	45	1,165	55	80
2	950	85	15	20	725	40	70
3 or more	420	35	10	20	320	10	30
Total lone-parent families	16,500	1,210	190	365	13,515	670	550
Male parent	2,670	255	55	85	2,035	115	120
1	1,705	150	40	40	1,325	80	70
2	715	75	10	35	525	25	35
3 or more	255	20	5	10	185	5	15
Female parent	13,835	955	140	275	11,475	550	425
1	7,890	515	75	135	6,590	325	240
2	4,305	340	45	95	3,515	170	135
3 or more	1,645	105	15	45	1,370	55	55
Total number of never-married sons and daughters at home by age	144,950	18,230	3,635	8,455	96,760	6,985	10,890
Under 6 years of age	36,385	4,250	830	2,130	24,700	1,665	2,810

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamborough, t
never-married sons and daughters cont'd:							
6-14 years	50,370	6,675	1,295	3,160	32,660	2,555	4,020
15-17 years	16,120	2,215	420	985	10,510	770	1,220
18-24 years	28,970	3,790	800	1,650	19,160	1,465	2,105
25 years and over	13,100	1,305	285	535	9,725	530	730
Total population by mother tongue							
Single responses	438,030	48,015	9,575	21,635	307,950	21,605	29,255
English	348,735	36,550	8,470	18,575	269,620	19,350	26,165
French	5,925	520	15	150	4,670	170	300
Non-official languages	83,365	10,945	980	2,905	63,660	2,085	2,790
Italian	20,030	3,700	210	530	15,090	215	275
Chinese	3,570	110	5	240	3,090	95	30
German	6,060	610	165	395	3,895	430	570
Portuguese	6,600	200	45	50	6,085	20	200
Polish	7,340	790	65	160	6,010	165	140

Characteristics	Hamilton-Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamorough, t
Mother tongue, single responses cont'd:							
Other languages	39,760	5,525	490	1,530	29,495	1,155	1,565
Multiple Responses	13,640	1,955	155	355	10,550	265	365
English and French	1,750	155	25	40	1,415	40	80
English and non-official language(s)	10, 830	1,680	120	280	8320	195	245
French and non-official language(s)	200	25	5	5	155	5	5
English, French and non-official language(s)	220	30	-	10	170	5	5
Non-official languages	640	70	10	20	495	20	25
Total population 15 years and over	358,045	38,370	7,515	16,605	256,080	16,815	22,655
Highest level of schooling, <9(18)	48,690	5,010	695	850	39,270	1,035	1,840
Grades 9-13-Without secondary certificate	96,235	9,910	2,275	3,415	71,185	3,800	5,650
Grades 9-13-With secondary certificate	55,070	6,815	1,370	2,440	38,490	2,320	3,640
Trades certificate or diploma	13,425	1,890	410	590	9,025	540	975
Other non-university-Without certificate (19)	24,905	2,710	415	940	18,320	1,015	1,500

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamborough, t
Total population 15 years and over cont'd:							
Other non-university-With certificate (19) (20)	57,570	6,355	1,510	2,685	39,690	3,105	4,220
University-Without degree	26,965	2,830	480	1,985	17,700	1,865	2,100
University-Without certificate	14,430	1,600	255	1,015	9,645	900	1,010
University-With certificate (20)	12,535	1,230	225	970	8,055	965	1,090
University-With degree	35,190	2,855	355	3,705	22,390	3,135	2,740
Employment							
Both Sexes - 15 years and over	358,050	38,375	7,510	16,605	256,080	16,815	22,655
In labour force, both sexes 15+	236,880	27,355	5,290	11,775	163,685	11,720	17,055
Employed, both sexes 15+	213,650	24,780	4,845	11,120	145,765	11,015	16,120
Unemployed, both sexes 15+	23,230	2,570	445	655	17,915	705	940
Not in the labour force, both sexes 15+	121,170	11,015	2,225	4,830	92,400	5,100	5,605
Unemployment rate, both sexes 15+	9.8%	9.4%	8.4%	5.6%	10.9%	6.0%	5.5%
Participation rate, both sexes 15+	66	71	70	71	64	70	75

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flam- borough, t
Employment cont'd:							
Females 15+ with children at home (22)	76,680	9,420	1,750	4,135	52,230	3,715	5,430
In the labour force, with children (22)	51,515	6,800	1,250	3,110	33,565	2,715	4,075
Employed, with children (22)	46,930	6,170	1,190	2,975	30,165	2,550	3,890
Unemployed, with children (22)	4,580	635	60	135	3,400	170	185
Not in the labour force, with children (22)	25,165	2,615	510	1,030	18,665	995	1,350
Unemployment rate, with children (22)	8.9%	9.3%	4.8%	4.3%	10.1%	6.3%	4.5%
Participation rate, with children (22)	67	72	71	75	64	73	75
With children under 6 years only (22)	15,375	1,690	300	740	10,970	685	1,005
In the labour force (22)	10,115	1,225	225	555	6,870	490	745
Employed (22)	8,725	1,020	225	515	5,840	445	685
Unemployed (22)	1,390	210	0	40	1,030	50	60
Not in the labour force (22)	5,260	460	70	185	4,100	190	255
Unemployment rate (22)	13.7%	17.1%	0.0%	7.2%	15.0%	10.2%	8.1%
Participation rate (22)	66	73	75	75	63	72	74

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamborough, t
With Children <6 years and children >=6 years	10,620	1,335	280	685	6,945	485	900
In the labour force (22)	6,325	855	175	455	3,905	345	590
Employed (22)	5,665	770	165	445	3,395	320	570
Unemployed (22)	660	85	10	15	510	30	20
Not in the labour force (22)	4,295	480	105	225	3,035	145	305
Unemployment rate(22)	10.4%	9.9%	5.7%	3.3%	13.1%	8.7%	3.4%
Participation rate (22)	60	64	63	66	56	71	66
With children 6 years and over only (22)	50,680	6,395	1,180	2,715	34,325	2,545	3,525
In the labour force (22)	35,075	4,715	845	2,095	22,790	1,880	2,735
Employed (22)	32,075	4,375	795	2,015	20,935	1,785	2,635
Unemployed (22)	2,530	345	50	80	1,855	95	105
Not in the labour force (22)	15,610	1,675	335	620	11,530	665	790
Unemployment rate (22)	7.2%	7.3%	5.9%	3.8%	8.1%	5.1%	3.8%
Participation rate	69	74	72	77	66	74	78
Family Income							
Family income - All census families	123,015	13,950	2,735	6,185	85,820	5,985	8,345

Characteristics	Hamilton- Wentworth	Stoney Creek	Glanbrook, tp	Ancaster, t	Hamilton, c	Dundas, t	Flamorough, t
Family Income cont'd							
Under \$10,000, family income	5,920	435	65	65	5,075	115	165
\$10,000 - \$19,999, family income	11,270	735	160	205	9,475	325	365
\$20,000 - \$29,999, family income	15,420	1,450	325	430	11,945	585	685
\$30,000 - \$39,999, family income	16,060	1,520	310	490	12,120	705	915
\$40,000 - \$49,999, family income	17,545	2,215	380	560	12,820	710	950
\$50,000 - \$59,999, family income	16,600	2,230	425	625	11,305	790	1,215
\$60,000 - \$69,999, family income	13,185	1,780	360	725	8,740	650	930
\$70,000 and over, family income	27,015	3,670	700	3,080	14,340	2,105	3,120
Average Income, family Income \$	52,267	56,761	56,802	81,375	46,874	66,665	66,842
Median income, family income \$	47,074	53,459	52,475	69,766	42,991	56,853	58,712
Standard error of average income, family income	228	622	1,402	1,703	232	1,460	968
Low Income Statistics							
All economic families (38)	123,960	13,985	2,760	6,145	86,725	6,000	8,340
Low income economic families (38)	18,295	1,330	145	215	15,760	470	380
Incidence of low income (38) (39)%	15	10	5	4	18	8	5

CHILD CARE PROFILE

Appendix IV SPECIAL NEEDS SURVEY, MAY 1994

Executive Summary:

This report was completed with input from three sectors and one sub-committee represented on the Child Care Advisory Committee: Segregated Programs Sector, Specialized Services Sector, Resource Teachers Sector, and the Special Needs Preschoolers Network.

In total, 33 programs were surveyed about the services they provide to children with special needs (birth to 12 years of age). Note: The Special Needs Survey was completed independently from the data collection process. In addition, the definitions outlined below were developed for completing the Special Needs Survey only. The Special Needs Survey was completed within the snapshot week timeframe.

These programs could be categorized as follows:

Two Enriched Day Nurseries

Characterized by a teacher:child ratio of one:six, to support high-risk groups of children.

Two Segregated Day Nurseries

Characterized by a teacher:child ratio of one:three for developmentally and physically disabled children. (Note: information received from the Ministry of Community and Social Services, Hamilton Area Office, identified three day nurseries in the region as segregated programs.)

Two Resource Teacher Services

Providing staff resources to integrated day nurseries.

Five Specialized Treatment Services

Providing services to children with developmental and physical disabilities.

11 Generic Treatment Services

Providing services to children with primarily language, social, or medical disorders.

11 Parent Services

Providing services/resources to parents of children with special needs.

The survey asked each program for information about ages and populations served, waiting list, criteria for services, the disciplines that make up each service, and what direct and indirect services that are carried out. Respondents were also asked to comment on any recent changes to their model of service, what has influenced these changes, and how the needs of their clients have changed.

CHILD CARE PROFILE

In general, respondents indicated that the last few years have brought great demand for change to their services. This has been necessary as not only have the numbers of clients risen and needs intensified, but there have also been drastic reductions in funding to most children's and health services. A common theme in this community service sector seems to be "we are doing more with less".

If this survey can be considered representative of all services in this sector, evidence has been provided for the following common shifts in service trends:

- increased use of a consultation/mediation approach; specialized clinical consultation delivered in community settings (to teachers of children with special needs),
- increased collaborative teaming/sharing of expertise across disciplines,
- increase in involvement and training of parents,
- increase in professional training: "training the trainer" approach.

Even with these apparent shifts in thinking, respondents indicated further need for change/action:

- improved community collaboration (between and among services) and creativity with regard to resource utilization,
- improved coordination and organization of planning processes when more than one agency is involved with a family,
- priority of services to enhance communication and social/emotional development of children,
- increased need for respite care and relief,
- improved accessibility of child care professionals to clinical consultants or specialists.

The balance of this report is divided into four sections:

SECTION 1: Summary of services surveyed

SECTION 2: Summary/observations of the data

SECTION 3: Total FTE's in each discipline

SECTION 4: Comments from respondents

CHILD CARE PROFILE

Section 1: Summary of Services Surveyed

1.	Acute Program, Hamilton-Wentworth Home-Care Program	POPULATION: maternal-infant medically fragile, post op, palliative AGES: birth to old age
2.	Audiology Department; Chedoke Child & Family	POPULATION: hearing problem AGES: birth to death
3.	Behaviour Therapy Consultation Service; Chedoke Child & Family	POPULATION: developmental handicap AGES: 0 - death
4.	Brighter Futures Family Centre (Adult - Child Resource Centre)	POPULATION: integrated AGES: birth-six & parents
5.	Carlisle Pals Play & Learn Support Group	POPULATION: integrated AGES: birth-five & parents
6.	Children's Corner Family Resource Centre & Drop-In, The Salvation Army	POPULATION: integrated AGES: birth-five & parents or caregivers
7.	Child Development Centre; Hamilton Association for Community Living	POPULATION: developmentally handicapped AGES: two-five years
8.	CDRP (Children's Developmental Rehabilitation Program); Chedoke Child & Family Centre	POPULATION: physical handicap AGES: 0-21
9.	CDRP (Children's Developmental Rehabilitation Program) Preschool; Chedoke Child & Family Centre	POPULATION: physically handicapped AGES: two-five years
10.	Children's Services, Child Welfare Assessment & Speech and Language Intervention Departments Child & Adolescent Services	POPULATION: behavioural or emotional problems AGES: two-18

CHILD CARE PROFILE

- | | | |
|-----|---|---|
| 11. | Chronic Program,
Hamilton-Wentworth Home-Care
Program | POPULATION: medically
fragile, chronically ill,
palliative
AGES: birth to old age |
| 12. | Communication Disorders Program;
St. Joseph's Community Health
Centre | POPULATION: primary problem
is communication
AGES: SLP birth-five, AUD two and up |
| 13. | Communication Disorders Team;
Chedoke Child & Family Centre | POPULATION: specific speech
and language disorder
AGES: 18 mos - school entry |
| 14. | Community Parent Education Program
(COPE),
Chedoke Child & Family Centre | POPULATION: Caring for
challenging children,
especially disruptive
behaviour disorders
AGES: three-12 |
| 15. | Department of Communication
Disorders;
St. Joseph's Community Health
Centre | POPULATION: primary problem
is communication
AGES: SLP birth-five, AUD two & up |
| 16. | DATS A (Developmental Assessment
and Treatment for Children with
Developmental Delay);
Chedoke Child & Family Centre | POPULATION: developmental
delay
AGES: 0-21 |
| 17. | DATS B (Developmental Assessment
and Treatment for Children with
Neuromuscular disorders);
Chedoke Child & Family Centre | POPULATION: neuromuscular
disorder
AGES: 0-21 |
| 18. | Early Childhood Department
Communication Program (Assessment
Augmentative Communication Support
Service);
Chedoke Child & Family Centre | POPULATION: communication
impairment
AGES: two-six |

CHILD CARE PROFILE

19.	E.C.E. Resource Centre, Hamilton & District Council of Cooperative Preschools Corp.	POPULATION: parents, caregivers and E.C.E.'s who required resources
20.	Early Childhood Integrated Support Services; St. Matthew's House	POPULATION: any child with special needs (IPP) AGES: 18 mos - six years
21.	Emotional Behavioural Consultation Services; Chedoke Child & Family Centre	POPULATION: primary problem is emotional behavioural AGES: two - 5.11
22.	Family Life Program; Family Services of Hamilton- Wentworth	POPULATION: integrated AGES: 18 mos - five years
23.	Home Management Program Regional Municipality of Hamilton-Wentworth - Support Services	POPULATION: need for support/education re: home management skills
24.	Infant Parent Program; Chedoke Child and Family	POPULATION: infants at developmental risk AGES: birth to 24 mos
25.	Integration Program; Hamilton & District Council of Cooperative Preschools Corp.	POPULATION: any child with special needs (IPP) AGES: two-five years
26.	Nursing Services; Hamilton-Wentworth Dept. of Public Health Services	POPULATION: need for health services AGES: prenatal to death
27.	Pervasive Developmental Disorders Program; Chedoke Child & Family Centre	POPULATION: PDD AGES: two-18
28.	Queenston Parent-Child Drop-In Centre	POPULATION: integrated AGES: birth-five & parents or caregivers

CHILD CARE PROFILE

29.	Red Hill Family Centre Regional Municipality of Hamilton-Wentworth - Support Services	POPULATION: integrated AGES: 18 mos - five years
30.	Roxborough Parc Family Support Resource Centre	POPULATION: integrated AGES: birth-five & parents
31.	St. John's Community Support Program, St. Matthew's House	POPULATION: integrated AGES: birth-five & parents
32.	School Health Support Services Program, Hamilton-Wentworth Home-Care Program	POPULATION: health service required at school AGES: school entry to school leaving
33.	Seven Towers Resource Centre	POPULATION: integrated AGES: birth-five & parents or caregivers

Section 2: Summary/Observations of Data

Wait Lists:

eight programs: no wait
 12 programs: 2-3 month wait list
 three program: 3-6 month wait list
 one program: 6-9 month wait list
 one program: 18 month wait list

Ages Served

one program serves birth to 24 months
 21 programs serve 18/24 months to 5/6 years old
 11 programs serve up to 12 years old

Criteria for Service

seven programs require prior assessments
 (primarily specialized treatment services; to access therapy)

CHILD CARE PROFILE

- 12 programs required referrals from professional/physical (primarily specialized and generic treatment services)
- 15 programs serve Hamilton-Wentworth only
- one program serves east-end Hamilton only
- five programs serve Hamilton-Wentworth and Burlington
- three programs serve Hamilton-Wentworth, Burlington, and Halton or Haldimand
- eight programs require/prefer enrolment in day nursery or school setting (4 of these are enriched or segregated day nursery settings)

Accessibility to Specialized Disciplines

- intervention from behaviour therapists only accessible to children with developmental handicaps
- psychiatrists and audiologists primarily provide consultations in-home and in-clinic (not accessible to day nursery professionals)
- all public health nurses provide service in-home and/or in-class
- more than half of all speech pathologists, behaviour therapists, and psychologists stated that they provide consultation in-class as well as home and clinic
- half of all pediatricians stated that they provide in-class consultation

Significant Trends in Direct and Indirect Services

- all disciplines (except classroom assistant and communication assistant) stated that they provide consultation/recommendations
- all disciplines (except toy librarian, classroom assistant, and communication assistant) stated that they complete or are involved in assessments
- all programs (except one) stated that they provide parent training as a component of their service
- over 60 per cent of all programs stated that they offer training for professionals as a component of their service
- over 60 per cent of all programs stated that they offer case management as a component of their service

CHILD CARE PROFILE

Questions Not Clearly Answered by the Survey

- when professionals stated that they provided service "in-class", did they mean specialized classrooms or community day nursery classrooms?
- do all clients get access to all direct and in-direct services offered by each program?
- if over 60 per cent of all programs offer case management services why is there still a need for this in our community?
- if programs are generally moving towards consultation/mediator approached, what is the proportion of time spent providing in-direct vs direct services?

CHILD CARE PROFILE

Section 3: Summary of Total FTE in Each Discipline and Discipline and Distinctive Functions

Discipline	FTE	Distinctive Functions
Early Childhood Educator	31.5	- in 11 programs: all provide direct teaching function in child care settings
Teacher's Assistant	7.25	- same as above
E.C.E. Resource Teacher	41.5	- Facilitate parents and teachers in goal setting and use of individually appropriate teaching strategies (spec. needs) 25.5 - generic (child with any disability in an integrated setting) 8.5 - in two segregated settings 7.5 - serving specific populations only
E.C.E. Toy Librarian	1.0	- in one program: individual parent, parent group consultation, and professional training re: remedial use of toys
Home Visitor (home management)	3.0	- in one program: individual and group parent education and counselling
Nurse	??	- difficult to estimate how many nurses - all cases get served as a referral comes in (are constantly being hired from a variety of agencies)
Psychologist	4.33	- in three programs: team consultation and professional training only - in five programs: provide all levels of direct and indirect intervention - in one program: provide group interventions only
Paediatrician	1.7	- in five programs: all provide individual intervention and professional training

CHILD CARE PROFILE

Social Worker	5.7	-	in three programs: direct service to parents only - in one program: direct service to children only - in two programs: direct service to parents & children
Audiologist	3.25	-	in three programs: assessment, treatment, and consultation - in one program: assessment and consultation only
Sp. & Language Pathologist	12.1	-	in one program: direct intervention with parents only - in one program: direct service to teachers only - in six programs: direct intervention to children and parents - in six programs: offer parent groups
Communication Assistant	1.0	-	in two programs: work with SLP, assisting with facilitation of parent groups
Occupational Therapist	3.45	-	in one program: consultation to teachers only - in three programs: individual child intervention only - in one program: individual and group intervention
Psychiatrist	0.42	-	in two programs - generic - in one program - PDD only
Physiotherapist	3.0	-	in five programs
Recreational Therapist	0.25	-	one position (physically handicapped population)
Behaviour Therapist	2.2	-	in two programs: serving only children with developmental disorders
Psychometrist	2.0	-	in two programs: specific populations only

CHILD CARE PROFILE

Infant-Parent Therapist	3.1	-	in one program: direct service to child/family
Marriage & Family Therapist	0.3	-	in one program

CHILD CARE PROFILE

Section 4: Comments from Respondents

Question One

How has your service/program changed over the years? Why? (ie. economic, client, government, philosophical influences)

Government and Economic Influences/Changes:

- decrease in funding = decrease in resources
- decrease in staff (Social Contract "Rae" Days) - decrease in services offered
- government initiative expects increase involvement of parents
- increased service delivery to schools due to new government funding initiative
- more parents are working; needing full time care as well as an integrated opportunity for the child
- demands on the system have resulted in improved screening tools and improved intake processes
- doing "more with less": serving larger numbers of clients
- increase in requests for education. Workshops/literature frequently provided to a wide range of health professionals and students
- as more services and programs become available and parents could make meaningful choices for themselves and their children, our role in providing information about resources has increased

Philosophical Influences/Changes:

- increased training of parents
- therapists spending more time in the community (day cares) as opposed to in the "in house" segregated program
- therapy staff have moved to a consultation model (consulting to teachers, less need for direct therapy with children)
- development of "High-Risk Register"
- increased mediation training model of service delivery
- working toward a broader definition of client and striving to be more client-centred in the truest sense
- shift from majority of service in segregated settings to majority of service delivered in integrated settings
- shift from consultative to "collaborative consultative"
- community professionals awareness has resulted in increase of referrals and earlier intervention
- much more clinical activity is provided using a group format
- MORE COMMUNITY OUTREACH: more community consultation, more staff training ("Training the trainer" model used more)
- services much more research-driven: higher accountability, higher efficiency
- family-focused work, based on a parent/professional partnership, has increased over time

CHILD CARE PROFILE

also increased work with the informal social support system. Both approaches above are increasingly substantiated in recent research/literature

Question Two

Have the needs of your clients changed over the years? How?

- children presenting with increasingly more complex complicated needs
- more difficult clients
- families of handicapped children more interested in integration opportunities for their child. Integration in preschools, school board, community/recreation activities etc.
- more significantly impaired
- they need us to do difficult assessments and intervention due to changing technology available
- parents want more information/education and empowerment
- widening opportunities/acceptance for integration in all aspects of the community
- greater need for case management and advocacy service/support
- increased identification of problems
- greater need expressed by parents for respite and relief - "out of home" as well as "in home"
- more complex problem
 - behavioural
 - psycho-social
 - family dysfunction
- needs haven't changed as much as the numbers of families needing care have
- increase in single parents (female headed)
- increase in unemployment
- special needs of children more varied and intense
- parents need more support (multi-challenges within family)

Question three

Do you have other comments? Please elaborate.

- need for increased community and creativity with regard to resource utilization
 - need for increased public education/advocacy for services for children with special needs
 - great need for increased respite care and relief
 - maintain community integration by enrolling a wide variety of children
 - services around communication and social development must be a priority: if not addressed can lead to hi-risk for later academic, emotional, and behaviour problems (substantiated in current research/literature)
 - need for improved coordination/organization of collaborative planning procedures when two or more agencies serving same client
 - increased accessibility of consultation to day care professionals who have abused children enrolled
-

CHILD CARE PROFILE

APPENDIX V

LISTING OF LICENSED CHILD CARE PROGRAMS AND MINISTRY FUNDED RESOURCE CENTRES IN HAMILTON-WENTWORTH

Licensed Day Nurseries

Ancaster Little Gems Children's Centre
Ancaster Small Fry Preschool
Benjamin Bunny Nursery School
Central Day Care Centre
Centre Day Care
Chedoke - Children's Developmental Rehabilitation Program
Chedoke - Early Childhood Program
Chedoke-McMaster Hospitals Day Care Centre
Child Development Centre
Child's Play Children's Centre
Church of St. Peter's Children's Day Care Centre
Civic Hospitals Children's Centre
Dundas Preschool
Family of Children Montessori School
Family Life Program
Farmer's Dell Co-operative Preschool
Garside Day Care Centre
Glen Castle Day Nursery
Gordon Price Children's Centre
Hamilton Montessori School
Hamilton Public Library Workplace Child Care Centre
Hamilton YWCA - AM/PM Care
Hamilton YWCA Downtown Child Care Centre
Hansel & Gretel Co-operative Preschool
Happy Times Co-operative Preschool
Heida Acres Pre-School
Helen Detwiler Children's Centre
Heritage Green Child Care Centre
Hill Park Lambs Children's Centre
Honey Bears Co-op Preschool
Huntington Park Co-op Pre-School
Infant Jesus Kindergarten & Nursery
Jack and Jill's Co-operative Preschool
Jamesville Children's Centre
Knox Day Care Centre of Dundas
la Garderie le Petit Navire

CHILD CARE PROFILE

Laurier Co-operative Preschool
Leaps N Bounds Preschool
le Ballon Rouge de Hamilton
Lincoln Alexander Children's Centre
Little Mountaineers Co-op Preschool
Little Peoples Day Care Centre
Little Red Apple Preschool
Lucky Day Nursery
Lynden Co-operative Pre-School
MacPhail Infant and Parent Co-operative
McMaster Children's Centre
McMaster Students Union Day Care Centre
Mohawk College E.C.E. Lab School
Mother Goose Co-operative Preschool
Nash Road Day Nursery
Noah's Ark Children's Centre
North End Children's Centre
North-West Communicare
Our Lady of Mount Carmel Children's Centre
Paradise Corner Children's Centre
Paramount Family Centre
Peter Pan Co-operative Pre-School
Pied Piper Co-operative Pre-School
Playmates Co-operative Preschool
Playtime Day Nursery
Pumpkin Patch Day Care Centre
Pumpkin Patch Infant Centre
Rainbow Preschool Centre
Red Hill Family Centre, The Regional Municipality of Hamilton-Wentworth
Saint Paul's Co-operative Preschool
St. Bernadette Children's Centre
St. James Co-operative Nursery School
St. Joachim Children's Centre
St. Matthew's Children's Centre
St. Mark's Co-operative Preschool
St. Thomas More Children's Centre
St. Vincent de Paul Children's Centre
Scott Park Little Spartans Child Centre
Seven Towers Children's Centre
Sir Wilfrid Laurier Kid's Korner
Sir Winston Churchill Children's Centre
Stoney Creek Co-operative Pre-School

CHILD CARE PROFILE

Strabane Co-operative Nursery School
Sunny Days Nursery
Sunshine & Rainbows Christian Day Care Centre
Tapawingo Tribe Day Care
Temple Playhouse
Troy Tots Co-operative Preschool
Village Treehouse Childcare
Waterdown District Children's Centre
Westdale Co-operative Preschool
Westmount Children's Centre
White Heather Nursery School
Winona Children's Centre
Wishes and Dreams Children's Centre
YMCA Child Care Centre, St. Augustine
YMCA Downtown Day Care Centre
YMCA First Base - Billy Green School
YMCA First Base - C.H. Bray School
YMCA First Base - Central Park School
YMCA First Base - Central Public School
YMCA First Base - Collegiate Avenue School
YMCA First Base - Downtown E.C.C.
YMCA First Base - Earl Kitchener School
YMCA First Base - Fessenden School
YMCA First Base - George R. Allan School
YMCA First Base - Grange Public School
YMCA First Base - Holbrook Public School
YMCA First Base - Norwood Public School
YMCA First Base - Pauline Johnson School
YMCA First Base - Prince Philip School
YMCA First Base - R.A. Riddell School
YMCA First Base - Ridgemount Public School
YMCA First Base - Rousseau School
YMCA First Base - St. Bartholomew's E.C.C.
YMCA First Base - Seneca School
YMCA First Base - Southgate E.C.C.
YMCA First Base - W.H. Ballard School
YMCA First Base - Westwood School
YMCA First Base - Yorkview Public School
YMCA Flamborough Day Care Centre
YMCA Highland Day Care Centre
YMCA Mountain Family Day Care
YMCA Norwood Kindercare

CHILD CARE PROFILE

YMCA Stoney Creek Day Care Centre
YMCA Webster's Falls Co-op Preschool

Co-operative Preschools

Ancaster Small Fry Preschool
Farmer's Dell Co-operative Preschool
Hansel & Gretel Co-operative Preschool
Happy Times Co-operative Preschool
Honey Bears Co-op Preschool
Huntington Park Co-op Pre-school
Jack and Jill's Co-operative Preschool
Laurier Co-operative Preschool
Little Mountaineers Co-op Preschool
Lynden Co-operative Pre-School
Mother Goose Co-operative Preschools
Peter Pan Co-operative Pre-School
Pied Piper Co-operative Pre-School
Playmates Co-operative Preschool
Saint Paul's Co-operative Pre-School
St. James Co-operative Nursery School
St. Mark's Co-operative Pre-School
Stoney Creek Co-operative Pre-School
Strabane Co-operative Preschool
Troy Tots Co-operative Preschool
Westdale Co-operative Preschool
YMCA Webster's Falls Co-op Preschool

French Language Day Nurseries

la Garderie le Petit Navire Inc.
le Ballon Rouge de Hamilton

Workplace Child Care Centres

Chedoke-McMaster Hospitals Day Care Centre
Civic Hospitals Children's Centre
Hamilton Public Library Workplace
McMaster Children's Centre
McMaster Student's Union Day Care Centre

CHILD CARE PROFILE

Licensed Home Child Care Agencies

Seven Towers Non-Profit Family Day Care Inc. - Home Child Care Program

Wee Watch Stoney Creek - Home Child Care

*The Regional Municipality of Hamilton-Wentworth, Social Services Department

- Home Child Care Program

School Age Programs

Church of St. Peter's Children's Day Care Centre

Gordon Price Children's Centre

Hamilton YWCA - AM/PM Care

Helen Detwiler Children's Centre

Infant Jesus Kindergarten & Nursery

Knox Day Care Centre of Dundas

la Garderie le Petit Navire Inc.

le Ballon Rouge de Hamilton

Lincoln Alexander Children's Centre

North End Children's Centre

Our Lady of Mount Carmel Children's Centre

Pumpkin Patch Day Care Centre

St. Bernadette Children's Centre

St. Joachim Children's Centre

St. Vincent de Paul Children's Centre

Sir Wilfrid Laurier Kid's Korner

Tapawingo Tribe Day Care

YMCA First Base - Billy Green School

YMCA First Base - C.H. Bray School

YMCA First Base - Central Park School

YMCA First Base - Central Public School

YMCA First Base - Collegiate Avenue School

YMCA First Base - Downtown E.C.C.

YMCA First Base - Earl Kitchener School

YMCA First Base - Fessenden School

YMCA First Base - George R. Allan School

YMCA First Base - Grange Public School

YMCA First Base - Holbrook Public School

YMCA First Base - Norwood Public School

YMCA First Base - Pauline Johnson School

YMCA First Base - Prince Philip School

YMCA First Base - R.A. Riddell School

YMCA First Base - Ridgemount Public School

YMCA First Base - Rousseau School

YMCA First Base - St. Bartholomew's E.C.C.

CHILD CARE PROFILE

YMCA First Base - Seneca School
YMCA First Base - Southgate E.C.C.
YMCA First Base - W.H. Ballard School
YMCA First Base - Westwood School
YMCA First Base - Yorkview Public School

Segregated Day Nurseries

Chedoke Early Childhood Program
Chedoke Children's Developmental Rehabilitation Program
Child Development Centre, Hamilton Association for Community Living

Ministry Funded Resource Centres

Brighter Future Family Centre
Carlisle Pals
Children's Corner Drop-In Centre, Hamilton-West
Children's Corner Drop-In Centre, Hamilton Mountain
Family Life Program Toy Lending Library
Freelton Pals
Hamilton & District Council of Co-operative Preschools Corporation, E.C.E. Resource Centre
Kiwaniis Parent-Child Resource Centre, Barton
Kiwaniis Parent-Child Resource Centre, King/Sanford
Queenston Parent-Child Drop-In Centre
Roxborough Family Support Resource Centre
St. John's Community Support Programs
Seven Towers Resource Centre
Seven Towers Mobile Toy Lending Library
Victoria Park Family Drop-In Centre

- * The Regional Municipality of Hamilton-Wentworth, Social Services Department has ceased to operate the Home Child Care Program as of July 31, 1994.

In the event that a program is not outlined within the above appendix, please accept our apologies for this omission.

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